

Why Common Core?

The Common Core State Standards (CCSS) is a state-led effort coordinated by the National Governors Association and the Council of Chief State School Officers (CCSSO).

PREPARATION: The standards were backwards planned from expectations of higher education and career partners. They promote the use of Mathematics and Literacy in other subjects and in daily life.

COMPETITION: The standards are internationally benchmarked, ensuring our students are globally competitive.

EQUITY: Expectations are consistent for all and not dependent on where a child lives or goes to school.

CLARITY:

- Focus - fewer concepts at each grade level at a greater degree of mastery
- Coherent - a solid foundation and new understandings for students through connections to learning across grade levels

COLLABORATION: The standards allow for collaborative work across states toward increasing student achievement.



Next Generation Assessments

What is Smarter Balanced Assessment Consortium? (SBAC) Smarter Balanced is an assessment consortium of 26 states who have adopted the Common Core State Standards. <http://www.smarterbalanced.org/sample-items-and-performance-tasks/>

Why an Assessment Consortium? Working together with other states who have adopted Common Core to develop new tools to monitor student progress is smarter and cheaper.

What will be different from current California State Testing?

- Measures achievement and growth in English-Language Arts/Literacy and Mathematics in grades 3-8 and high school
- Administered online in an interactive, adaptive format
- Assessment items include questions and performance tasks to measure critical thinking and problem solving skills
- Assessment system is linked to international benchmarks
- The online system will provide clear and timely feedback on student achievement and progress

PROJECTED TIMELINE

2013-2014: Transition to California Common Core State Standards and SBAC field test

2014-2015: Implement Smarter Balanced Assessments



A Parent's Guide to California's Common Core State Standards

Covina-Valley Unified School District
519 E. Badillo Street
Covina, CA 91723
www.cvusd.k12.ca.us

For more information, please contact
Mrs. Elizabeth Eminhizer,
Senior Director, Educational Services
626-974-7000 ext. 2063

Mathematics

- Conceptual Development
- Fluency with Core Skills
- Meaningful Learning

STANDARDS FOR MATHEMATICAL PRACTICE:

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

STANDARDS FOR MATHEMATICAL CONTENT:

- **K-5:** Develop a strong concrete to conceptual foundation in number and operations, including fractions and decimals
- **6-8:** Develop robust understanding of algebra, geometry, probability, and statistics
- **High School:** Apply mathematics and mathematical ways of thinking in novel situations, as college students and employees are regularly called upon to do

HELPFUL LINKS IN MATH

Many ideas for helping students learn and enjoy mathematics may be found:

Math At Home – English

<http://www.scoe.org/files/math-at-home-english.pdf>

Math At Home – Spanish

<http://www.scoe.org/files/math-at-home-spanish.pdf>

Ways to build math skills at home

<http://www.greatschools.org/students/homework-help/349-simple-ways-to-build-math-skills-at-home.gs>

2-PAGE AND 4 PAGE PARENT GUIDES (BY GRADE LEVEL)

<http://pta.org/parents/content.cfm?ItemNumber=2583>

ROADMAPS FOR THE COMMON CORE STATE STANDARDS (BY GRADE LEVEL)

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

HELPFUL LINKS IN ELA:

2-PAGE AND 4-PAGE PARENT GUIDES (BY GRADE LEVEL)

<http://www.pta.org/parents/content.cfm?ItemNumber=2910>

ROADMAPS FOR THE COMMON CORE STATE STANDARDS (BY GRADE LEVEL)

<http://www.cgcs.org/Page/328>

English Language Arts

READING:

- A progressive development of reading comprehension ensures students gain more from what they read
- An emphasis on text complexity and sophistication in grade level text promotes necessary rigor

WRITING:

- Focuses on composing different types of writing:
 - Argumentative/opinion
 - Informative/explanatory
 - Narrative
 - Research projects (brief as well as sustained inquiry)
- Infuses technology in creation, refinement, and collaboration in writing

SPEAKING AND LISTENING:

- Focuses on *speaking and listening* in a range of settings, both formal and informal academic, small-group, whole-class discussions
- Focus on evidence-based conversations around text
- Requires interpretation and analysis of message as presented through oral, visual, and multimodal formats

LANGUAGE:

- Includes conventions for writing and speaking
- Highlights the importance of *vocabulary acquisition* through a mix of conversation, direct instruction, and reading
- Requires vocabulary to be addressed in context of reading, writing, speaking, and listening