


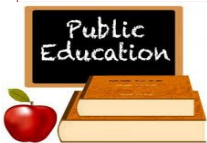
The New Common Core State Standards and PARCC Assessment System

What this Means for Illinois Educators



Coming Together to Raise Achievement: New Assessments
for the Common Core State Standards

www.k12center.org



*(edited by Laura Beltchenko, to inform administration,
faculty staff and greater community of learners)*



Mission Statement

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

Common Core State Standards Initiative



The Common Core Standards: are aligned with college and work expectations.

CCSS:

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

Common Core State Standards Initiative



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Education



Realizing Illinois

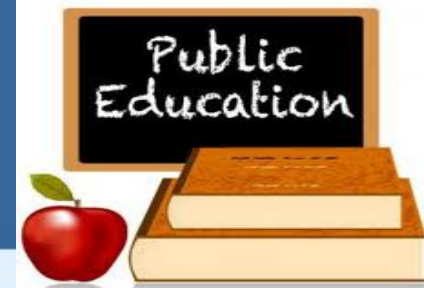
Our Students...Our Promise...Our Future



Our Students. . .*Prepared
for success after high
school*

Our Promise. . .
*Leadership, Advocacy,
& Support*

Our Future...*Strong
communities,
competitive workforce*



Search ISBE:

- Administrator Info
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- Contact ISBE
- Division Descriptions
- Division Links
- Education Vacancies
- Employment at ISBE
- Forms
- Glossary
- ISBE Info
- Learning Standards
- Press Releases
- Programs
- School Info
- Send ISBE a file
- Student & Parent Info
- Teacher Info

The New Illinois Learning Standards Incorporating the Common Core



- Fewer, clearer, higher**
- Internationally benchmarked**
- 21st Century Skills**
- Evidence - based**

The Illinois State Board of Education has adopted new Math and English Language Arts standards for K-12 education known as the New Illinois State Learning Standards Incorporating the Common Core. The goal is to better prepare Illinois students for success in college and the workforce in a competitive global economy.

Resources

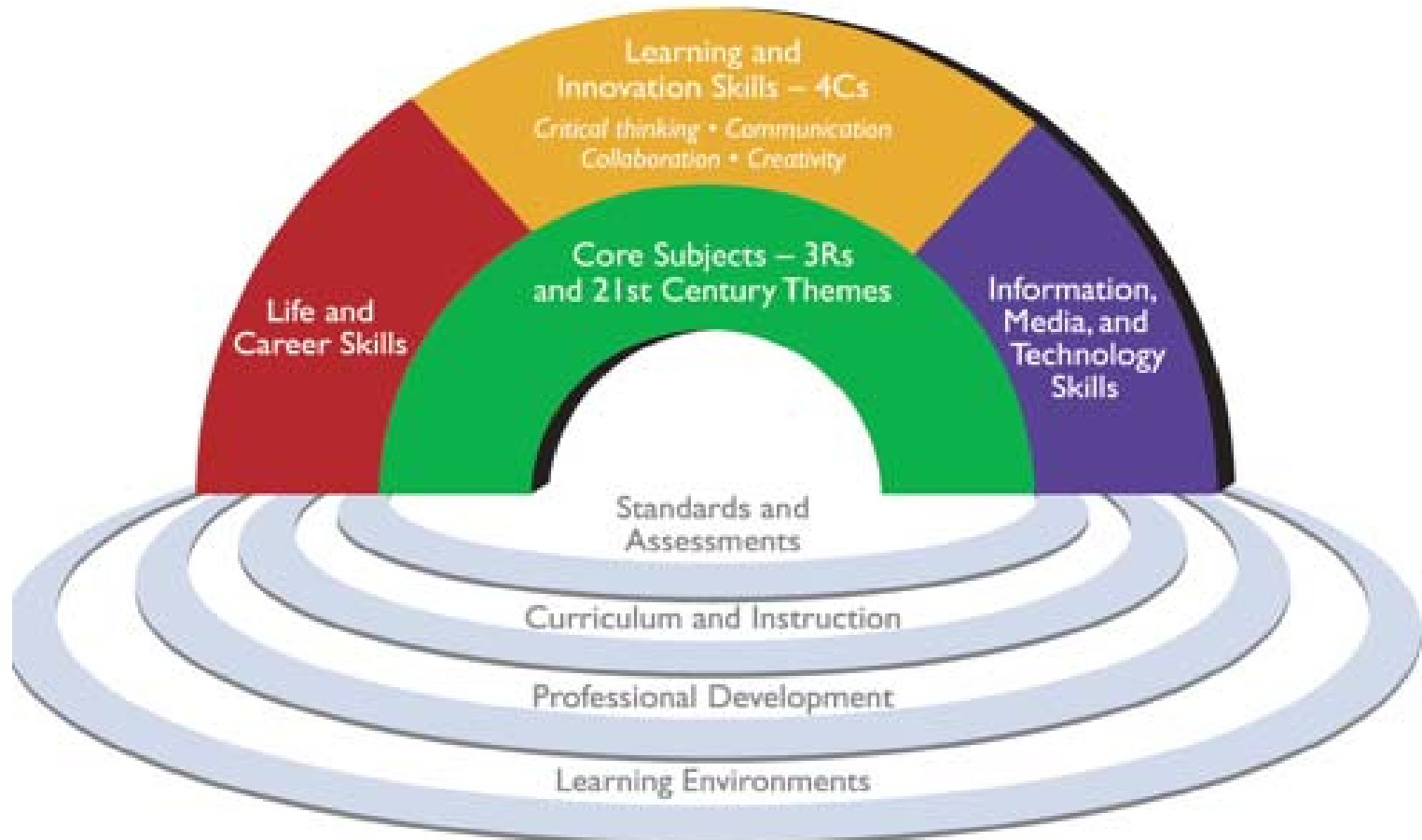
- ▶ What Illinois Teachers Should Know about Common Core Standards Video
 - ▶ ILS/Common Core Crosswalk - Coming Soon!
 - ▶ New Illinois Learning Standards Incorporating the Common Core Overview
 - ▶ Common Core Standards for English-Language Arts
 - ▶ Common Core Standards for Mathematics
 - ▶ New Illinois Learning Standards Incorporating the Common Core FAQs (updated 10/4/10)
-
- ▶ Additional Resources
 - ▶ Tools for Educators
 - ▶ **NEW!** Partnership for the Assessment of Readiness for College and Careers

21st Century Teaching and Learning

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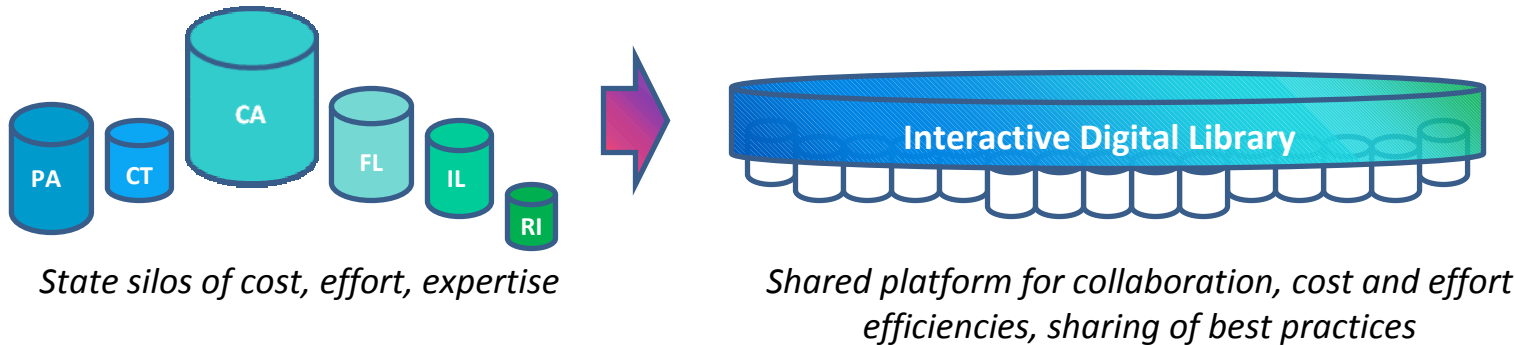


21st Century Student Outcomes and Support Systems



Setting the Tone for American Public Education

- The **Common Core State Standards (CCSS)** set a tone for American public education - establishing a common foundation for building excellence and equity for all students.



- **The next critical steps:**
 - Developing common performance standards and assessment systems that **measure proficiency and individual growth**
 - **Developing an interactive, online digital library that accelerates the identification and sharing of best resources, tools and practices**

English Language Arts Common Core

Public
Education



Reading Standards for Literature K–5

RL

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Kindergartners:		Grade 1 students:		Grade 2 students:	
Key Ideas and Details					
1.	With prompting and support, ask and answer questions about key details in a text.	1.	Ask and answer questions about key details in a text.	1.	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
2.	With prompting and support, retell familiar stories, including key details.	2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3.	With prompting and support, identify characters, settings, and major events in a story.	3.	Describe characters, settings, and major events in a story, using key details.	3.	Describe how characters in a story respond to major events and challenges.
Craft and Structure					
4.	Ask and answer questions about unknown words in a text.	4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5.	Recognize common types of texts (e.g., storybooks, poems).	5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6.	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6.	Identify who is telling the story at various points in a text.	6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas					
7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	7.	Use illustrations and details in a story to describe its characters, setting, or events.	7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8.	(Not applicable to literature)	8.	(Not applicable to literature)	8.	(Not applicable to literature)
9.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	9.	Compare and contrast the adventures and experiences of characters in stories.	9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Range of Reading and Level of Text Complexity					
10.	Actively engage in group reading activities with purpose and understanding.	10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

College and Career Readiness Anchor Standards for Reading

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Shift of Thinking in Verbs

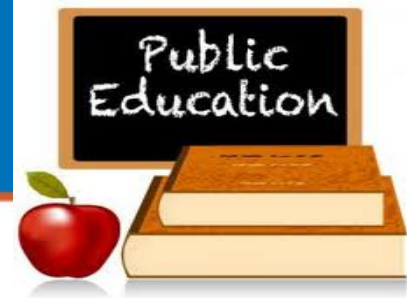
IAF 2.6.01 **Identify** elements of fiction. IAF 2.6.04 Identify the author's message or theme.

CCS-RL9 Compare text in different forms or genres in terms of their approaches to similar themes and topics.

Performance Task: Demonstrate an understanding of elements of literature (analysis, inductive reasoning

Read "Cinderella", the Emperor's New Clothes," and "Ugly Duckling", how do they compare? What connections do you find? Explain the conclusions you can draw from reading these stories.

Determining the Childs Reading “ZPD”



Range of reading and level of text complexity

(Standard 10, Appendices A and B)

- “Staircase” of growing text complexity across grades
- High-quality literature and informational texts in a range of genres and subgenres

A “Portrait” of Students who meet the ELA Standards are as follows:

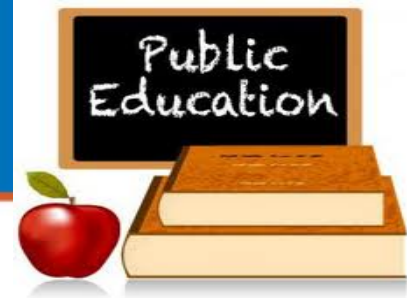


- **Build strong content knowledge**
- **Demonstrate independence**
- **Respond to the varying demands of audience , task, purpose and discipline**
- **Comprehend as well as critique**
- **Value evidence**
- **Use Technology and digital media strategically and capably**
- **Understand other perspective and cultures.**

These portraits exemplify students who are college and career ready.



ELA Common Core

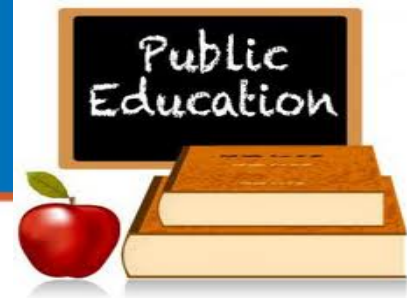


Essential Question #1

How will the Common Core Change
Instruction for Teachers?

[Sally Hampton Senior Author ELA, CCSS](#)

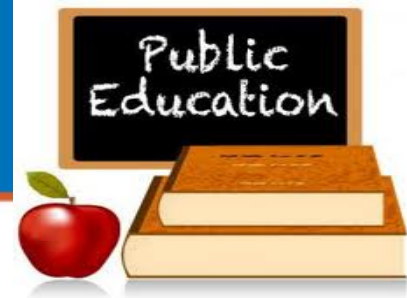
ELA Common Core



Essential Question #2

How will the Common Core Change
Learning Expectations for our Students?

[Sally Hampton - Senior Author ELA, CCSS](#)

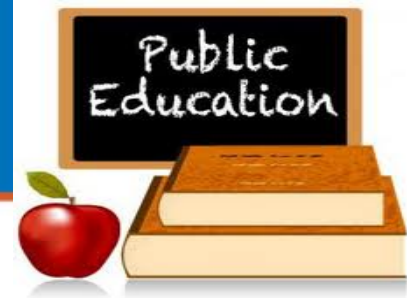


Essential Question #3

What are the Implications of the Standards
in Our Classrooms?

[Sally Hampton - Senior Author ELA, CCSS](#)

Mathematics Common Core

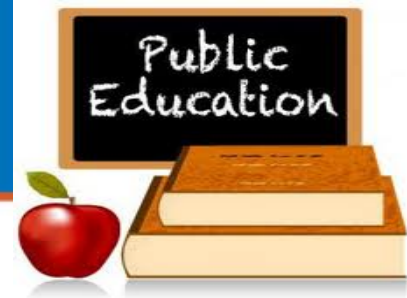


Essential Question #1

How will be approach and develop the revision of curriculum?

[Phil Daro, Senior Author Mathematics CCSS](#)

Mathematics Common Core



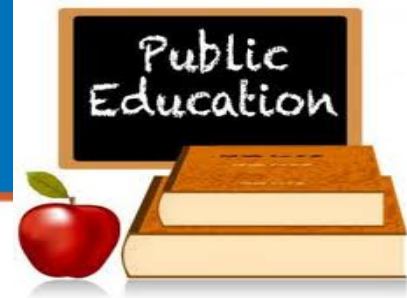
Essential Question #3

Based on how currently teach, how do we create better understanding in the use of standards?

<http://commoncore.pearsoned.com/index.cfm?locator=PS11Ye>

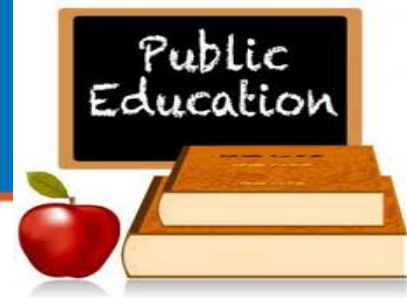
(Link for all video clips)

What is Not Covered by the Standards



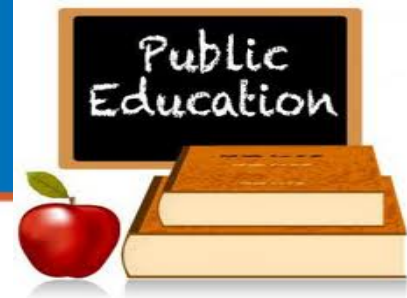
- The Standards DO define what all students are expected to know and be able to do, NOT HOW teachers should teach.
- They do not describe all that can or should be taught

What is Not Covered by the Standards



- The standards DO NOT define the *nature of advanced work* for students who meet the Standards prior to the end of high school.
- The Standards set grade-specific standards but DO NOT *define the intervention methods or materials* necessary to support students who are well below or well above grade level expectation.

What is Not Covered by the Standards



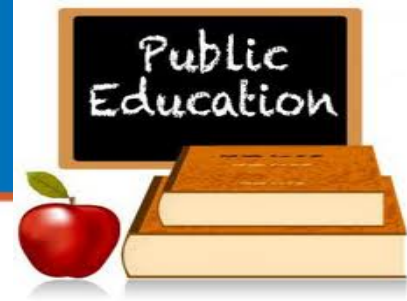
- It is also beyond the scope of the Standards to define the full range of supports appropriate for ELL's and for students with special needs.
- The ELA Standards do not describe “the whole of readiness.”



Partnership for the Assessment of Readiness for College and Careers:

PARCC

PARCC States



13 Governing States

- Arizona
- Arkansas
- District of Columbia
- Florida (*Fiscal Agent*)
- Georgia
- Illinois
- Indiana
- Louisiana
- Maryland
- Massachusetts (*Board Chair*)
- New York
- Rhode Island
- Tennessee

12 Participating States

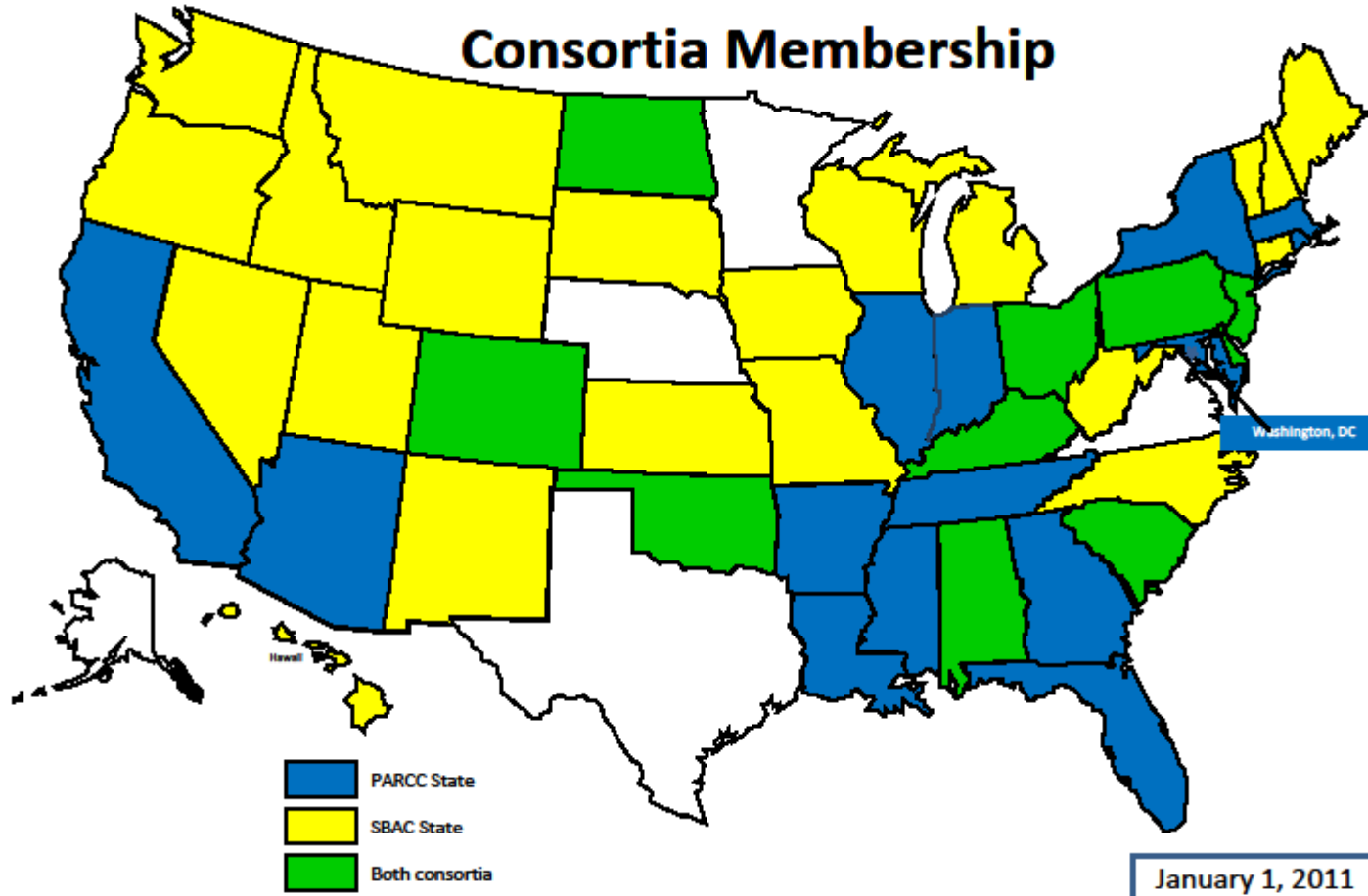
- Alabama
- California
- Colorado
- Delaware
- Kentucky
- Mississippi
- New Jersey
- North Dakota
- Ohio
- Oklahoma
- Pennsylvania
- South Carolina

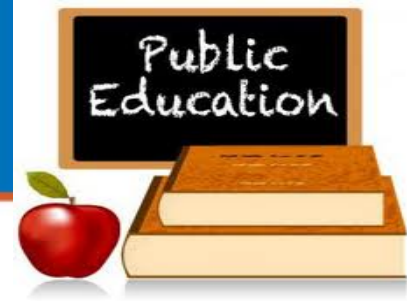
The Comprehensive Consortia

Public Education



PARCC and SBAC Consortia Membership

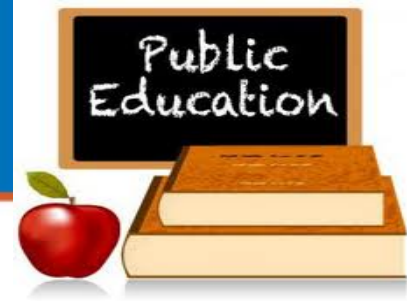




Administration and Scoring:

- Overall assessment system will include a *mix of constructed response items, performance tasks, and computer-enhanced, computer-scored items.*
- Assessments for grades 6-12 will be administered via computer while 3-5 will be administered via paper and pencil (in the short term).
- Combination of artificial intelligence and human scoring will be employed; states will individually determine the extent to which teachers will be involved in scoring.

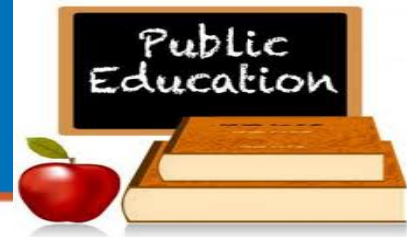
Assessment System Design: Formative Assessment



Formative Tools:

- ◆ **Partnership Resource Center (PRC):** an online, digital resource that includes two supports –
 - Released items with item data, student work, rubrics.
 - Model curriculum frameworks.
- ◆ **Text Complexity Diagnostic Tool:** a computer-adaptive tool to identify students' proximate zone of development and supply suggestions for appropriate texts for students to read.
- ◆ **K-2 Assessments in ELA/Literacy and Mathematics.**

Expected Outcomes of Higher Education Involvement

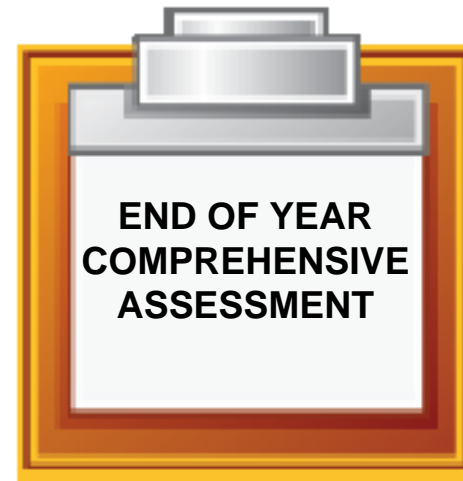


- Better alignment of high school curricula with first-year college courses.
- Development of “bridge courses” and exploration of dual enrollment policies.
- Targeted college readiness supports to help students make the transition.
- Alignment of exit standards in high school with placement expectations of postsecondary systems.

PARCC: Two Types of Summative Tests



- One to three tasks that assess a few “keystone” standards/topics
- Given at three points during the school year, near the end of quarters
- Results within 2 weeks to inform instruction and intervention

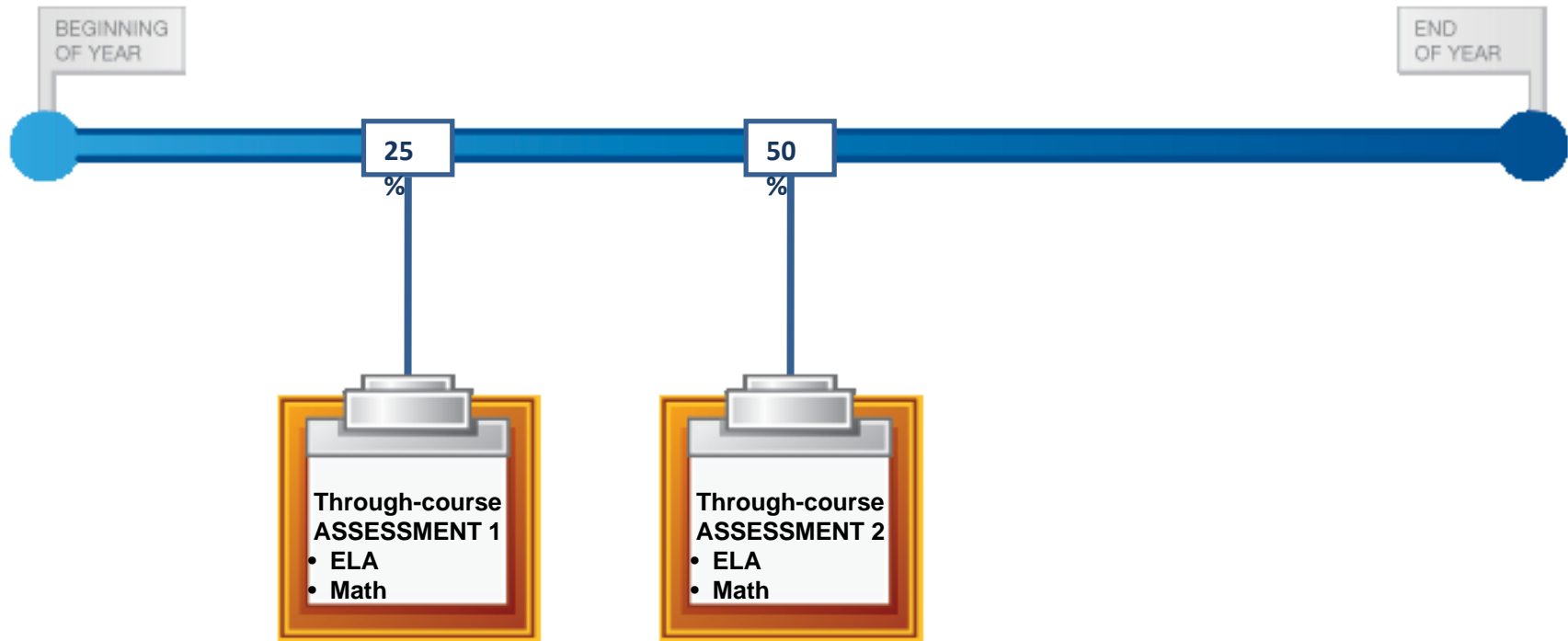


- Taken on computer, with mixed item types
- Scored entirely by computer for fast results

- Scores from through-course assessments and end-of-year test will be combined for annual accountability score.

PARCC: Through-Course Assessments 1 and 2

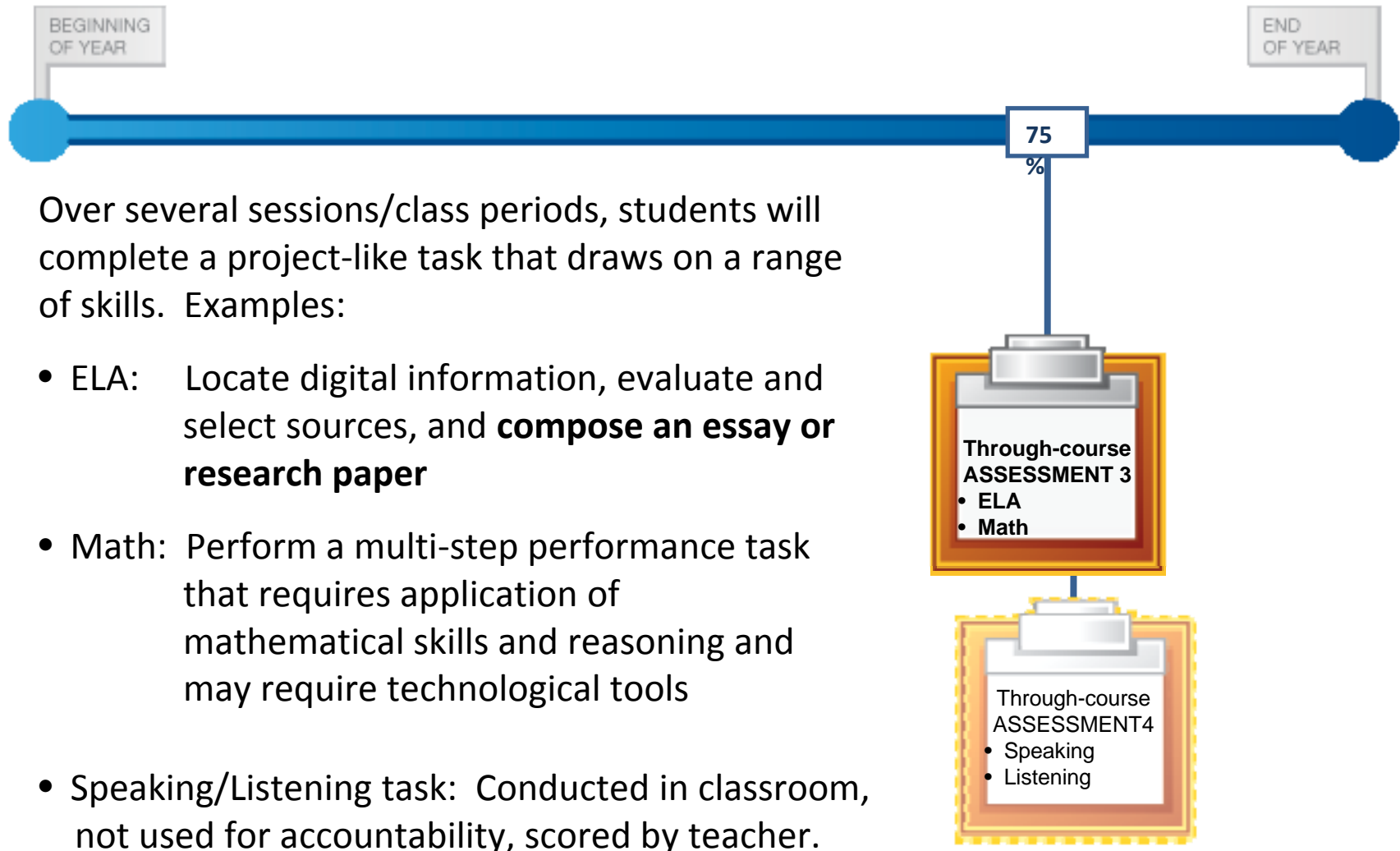
Center for K-12
Assessment & Performance
Management at ETS



In a single session/class period, students in grades 3 - 11 will:

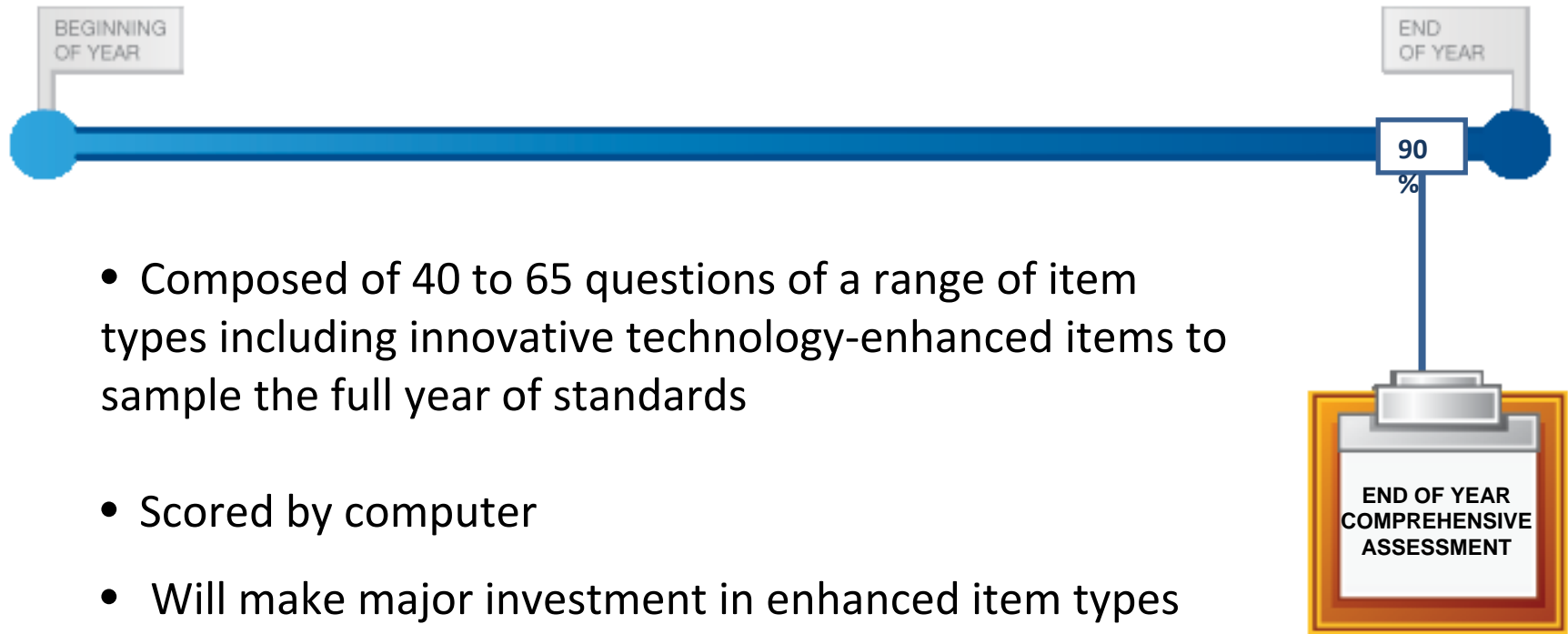
- ELA: Read texts, draw evidence to form conclusions, and prepare a written analysis
- Math: For each of 1 or 2 essential topics (standards or clusters of standards), complete 1 to 3 constructed response tasks

PARCC: Focused Assessment 3



PARCC: End-of-Year Assessment

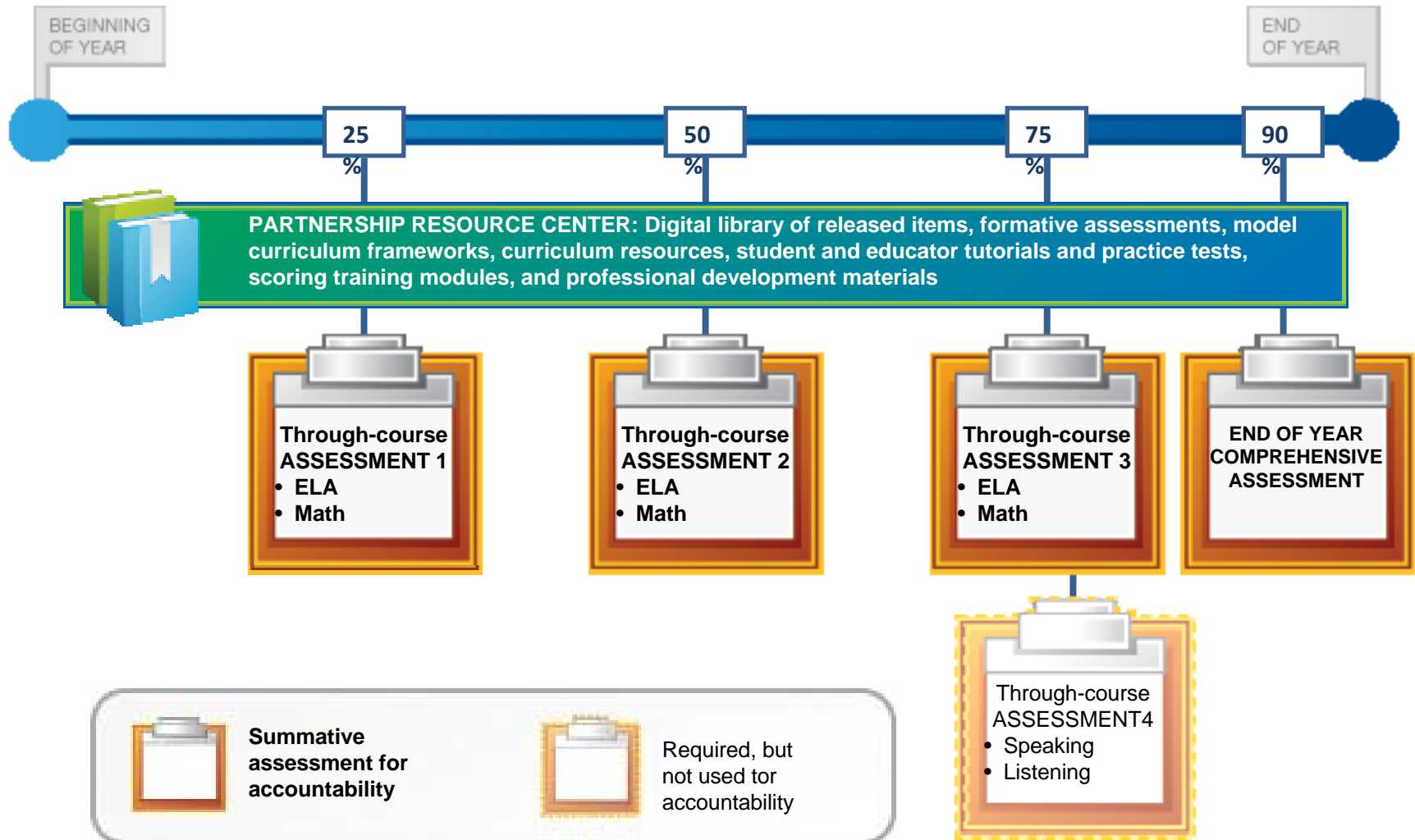
Center for K-12
Assessment & Performance
Management at ETS



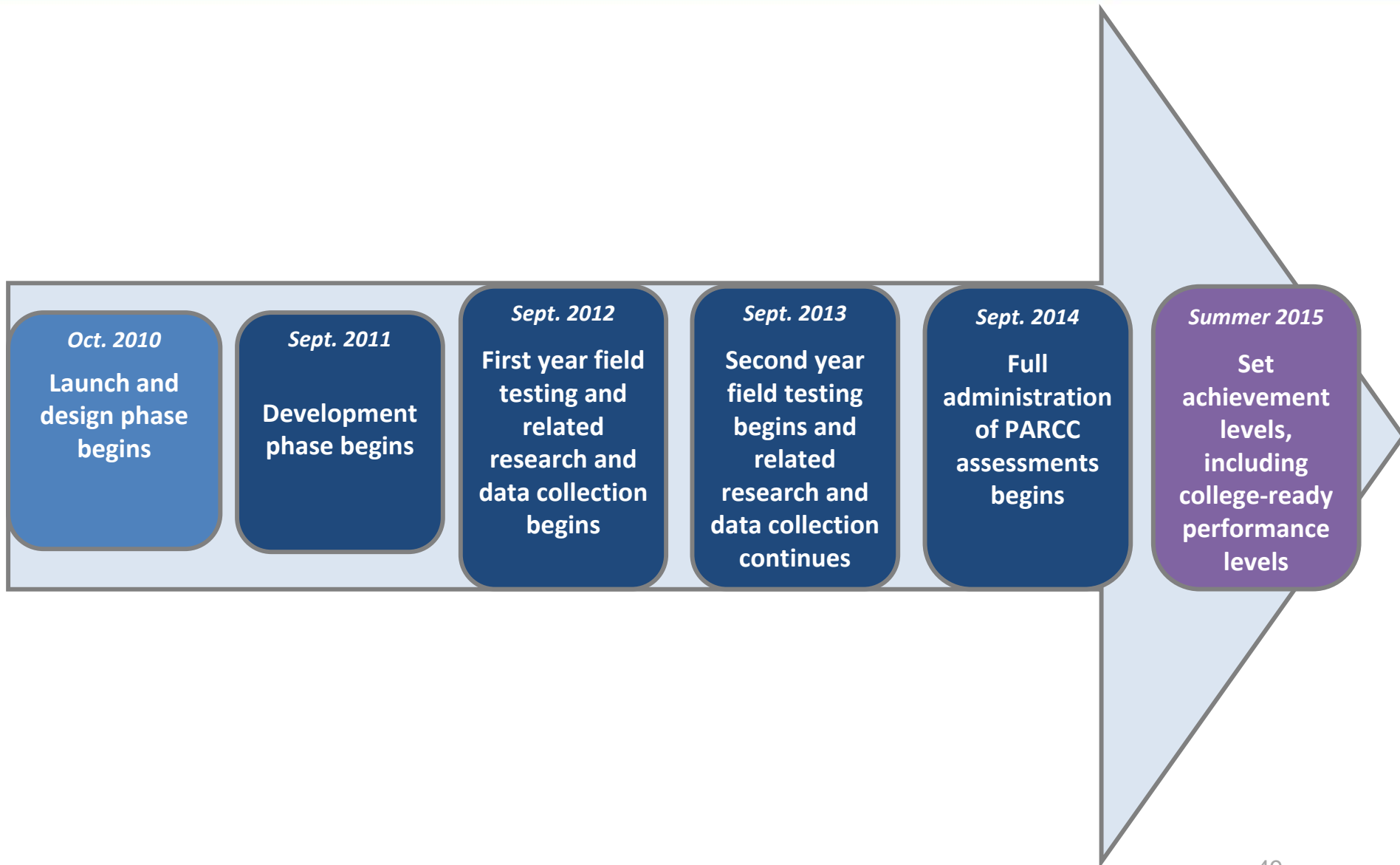
- Composed of 40 to 65 questions of a range of item types including innovative technology-enhanced items to sample the full year of standards
- Scored by computer
- Will make major investment in enhanced item types
- To accurately assess high- and low-performing students, will include items above and below grade level, and may consider **leveled or adaptive tests** if needed

The PARCC System

English Language Arts and Mathematics, Grades 3 - 11



PARCC Timeline



What will Schools Do to Know Understand and Apply the Standards



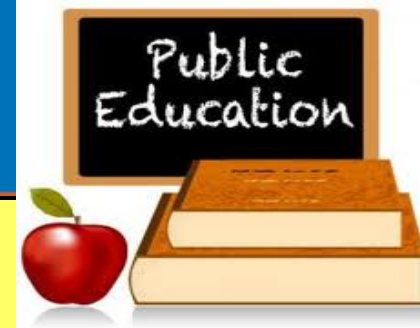
Benefits:

- Fewer, clearer, next-generation standards
- Systems of high quality, aligned summative and formative assessments, with rapid results to teachers
- Online digital libraries for sharing of resources, identification of effective practices, etc.
- Leveraging of human and financial capital across states

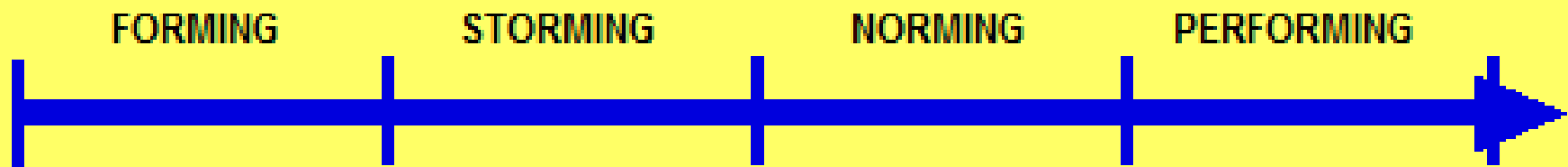
Creating a School Community Leading to Change.

The following resources provide you as a school leader to develop a systemic model for school “new”form not just reform. LB

Bruce Tuckman's Team Development



The Four Stages of Group Development



The Group is not yet a Group but a set of individuals. Testing.

- Polite
- Impersonal
- Guarded
- Muted
- Watchful

Internal Conflicts and Infighting over initial definitions, leadership, norms.

- Confrontations
- Opting out
- Difficulties
- People leaving
- Demotivation
- Feeling Stuck

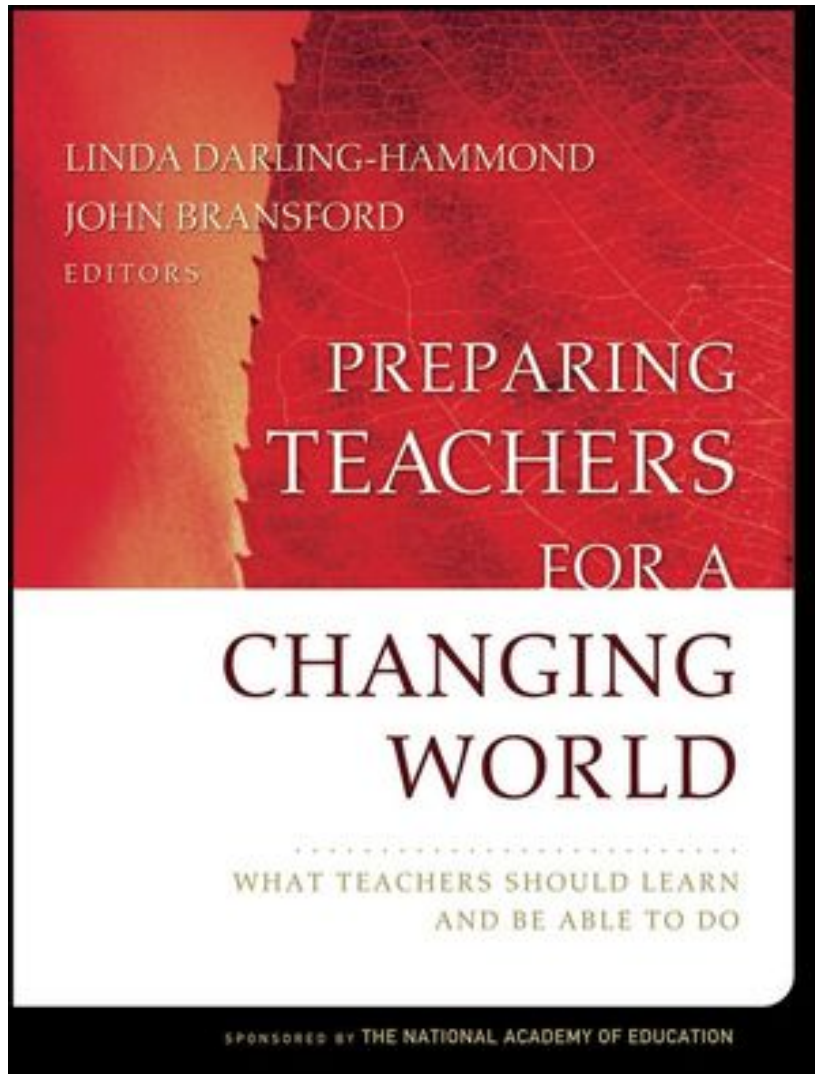
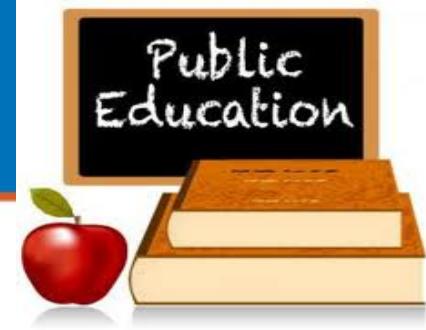
The Group establishes norms, rules of behaviour, and practices.

- Getting Organised
- Systems & Procedures
- Giving Feedback
- Confronting Issues

The Group becomes mature and capable.

- Closeness
- Resourceful
- Flexible
- Open
- Supportive
- Tolerant
- Sharing
- Effective

Linda Darling Hammond

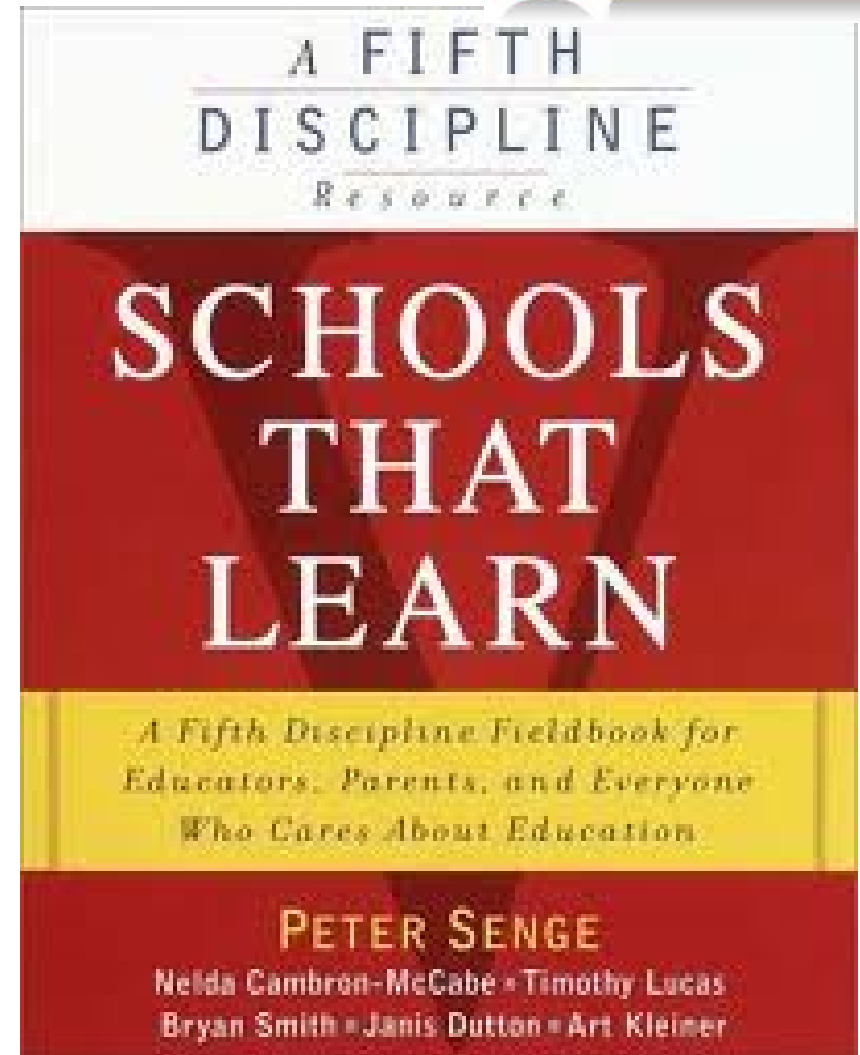
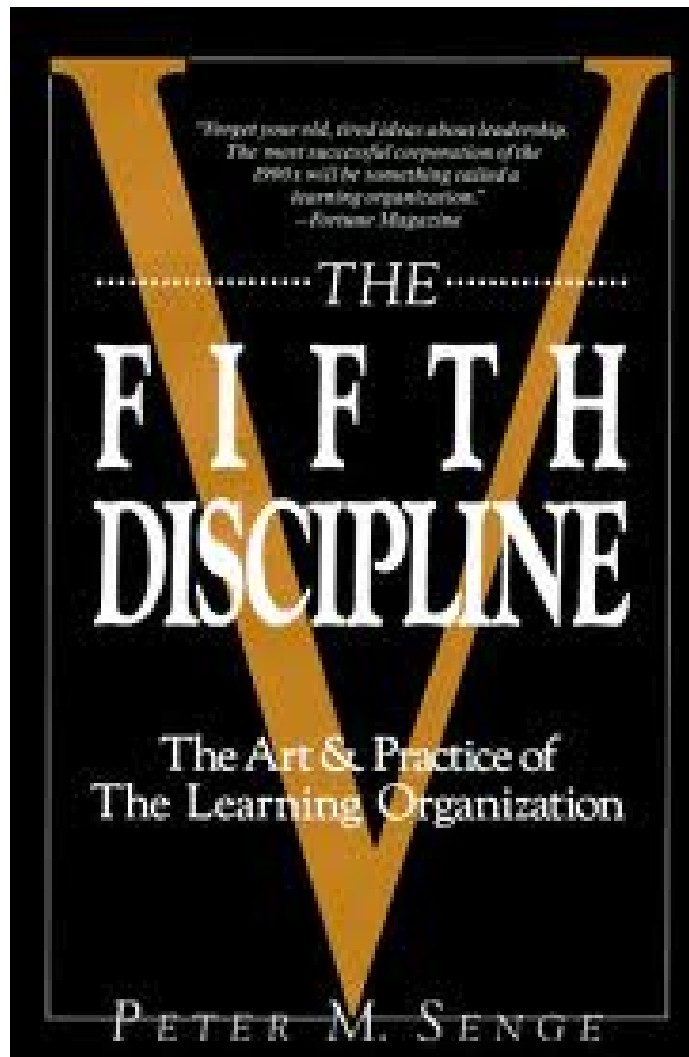


Preparing Teachers for a Changing World recommends the creation of an informed teacher education curriculum with the common elements that represent state-of-the-art standards for the profession.

(Intro and Chapter 1 set a pace for chapters 5, 10 and 11)

Developing a Model Unified Thinking

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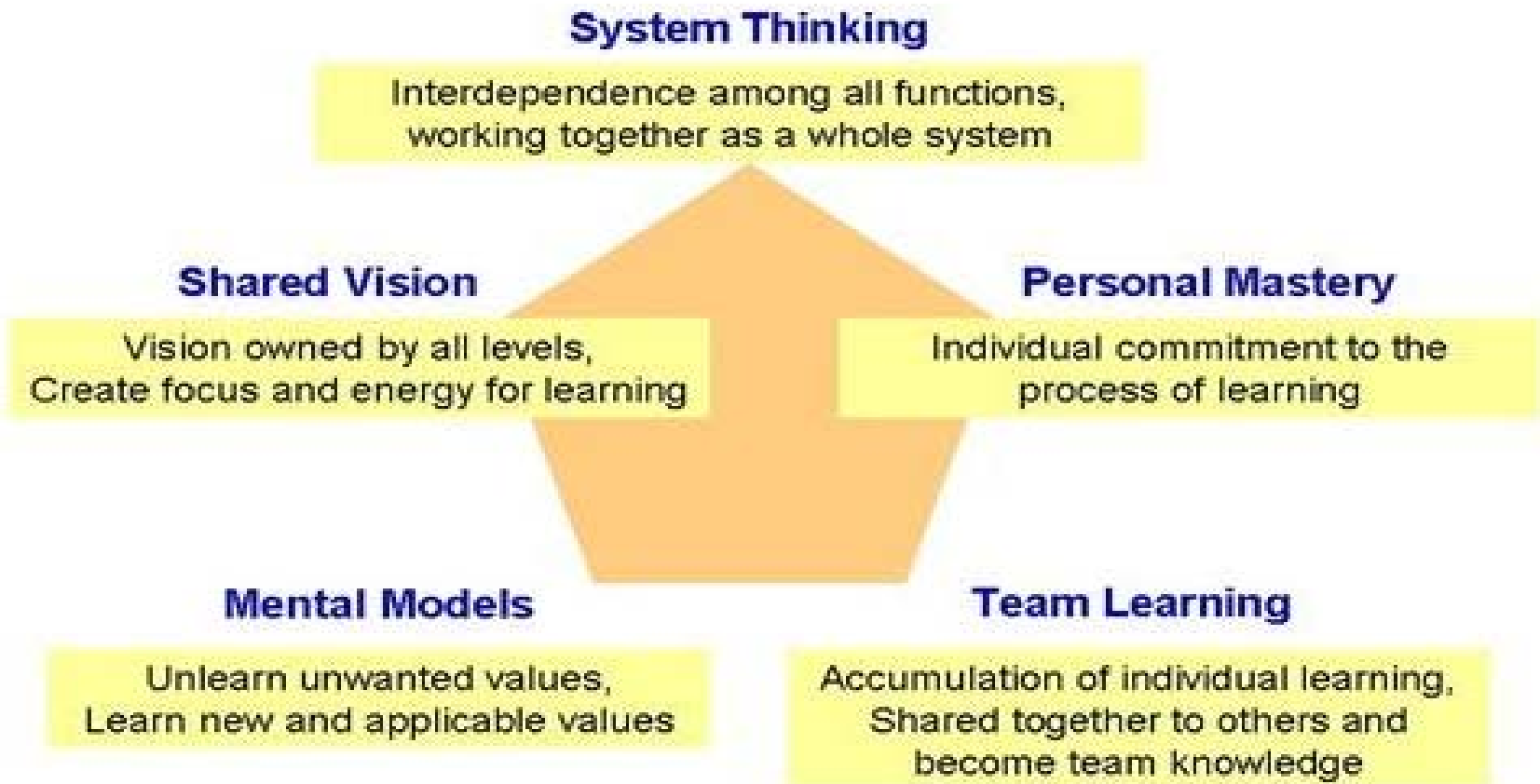


Systems Thinking

Public
Education

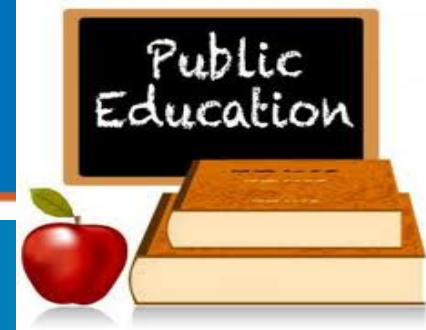


Learning Organization Components



Concept taken from Peter Senge – The Fifth Discipline

Systems Thinking, Peter Senge



Systems Thinking

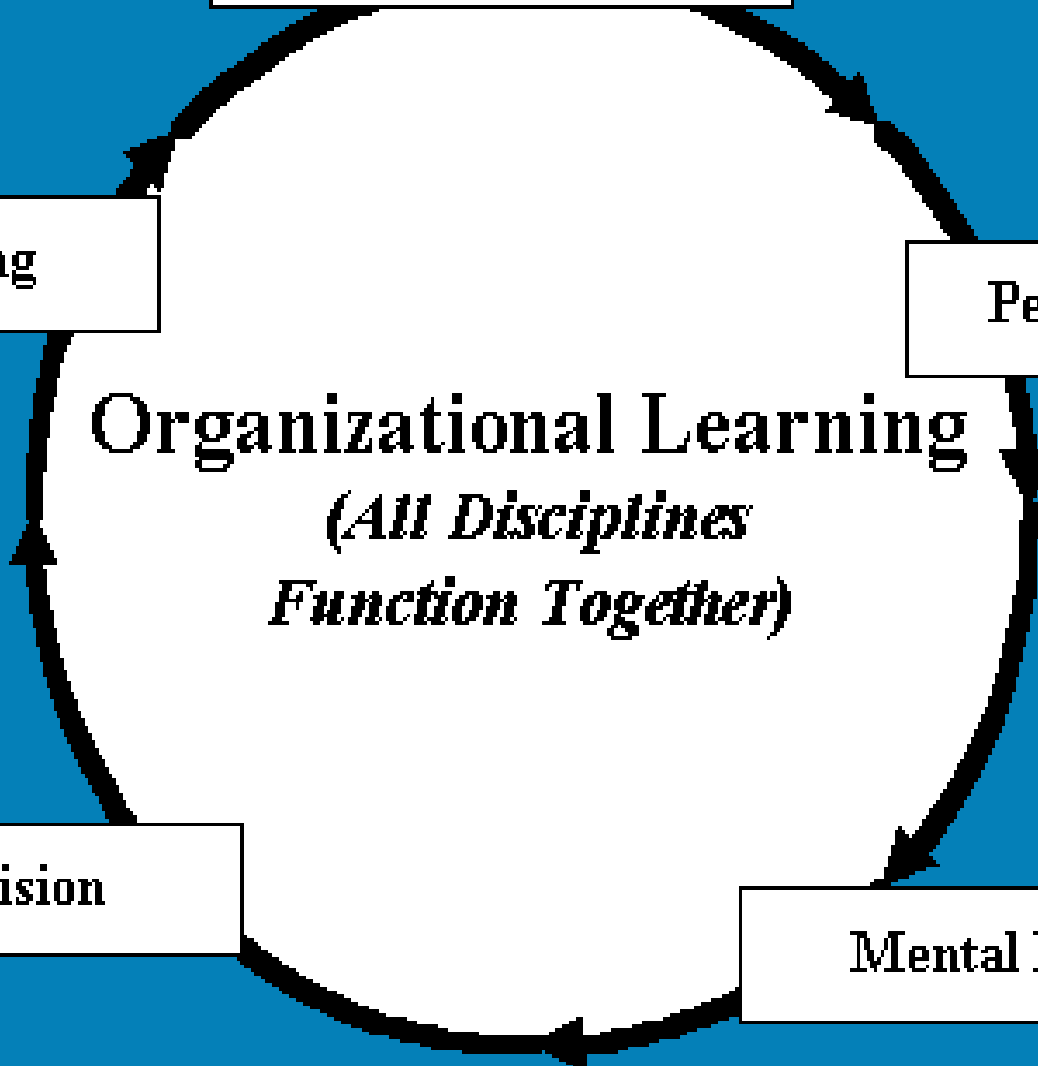
Team Learning

Personal Mastery

Organizational Learning
*(All Disciplines
Function Together)*

Shared Vision

Mental Models



Creating A Model for Change

Public
Education



THE **SIX** SECRETS OF CHANGE



What the Best Leaders Do to Help Their
Organizations **Survive** and **Thrive**

MICHAEL FULLAN

*Author of *Leading in a Culture of Change**

This book provides six great philosophies for leaders to help their organizations survive and thrive in today's complex environment. This book is recommended to anyone who wants to help his/her organization to grasp opportunities and succeed at change.

Michael Fullan

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THE SIX SECRETS OF CHANGE MICHAEL FULLAN

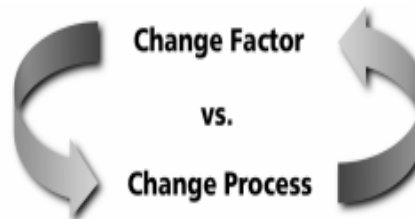
The Six Secrets of Change



— Fullan, 2008a

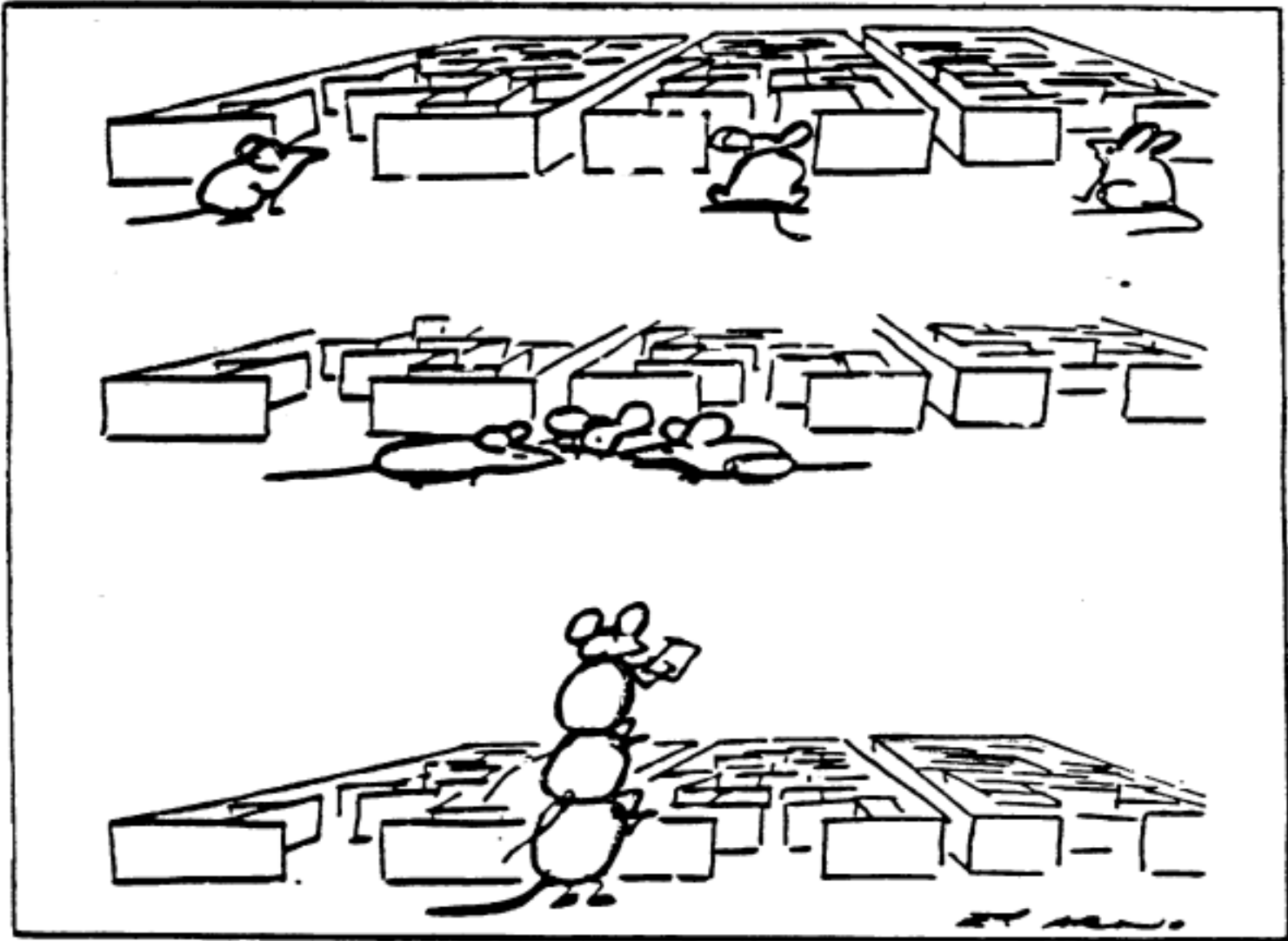
Learning to Lead Change

The Pathways Problem

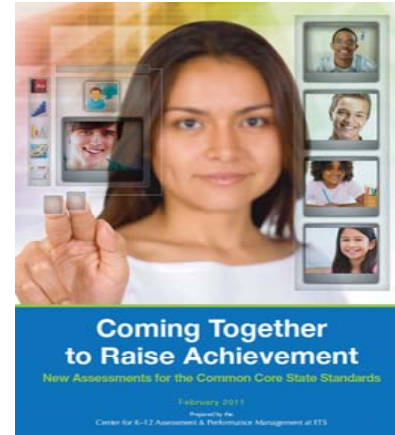


Systems Thinking and "Doing" L.B.

Public Education



Please refer to **Coming Together to Raise Achievement:
New Assessments**
for the Common Core State Standards



www.k12center.org

To contact me with regard to any information found
in this power point, please contact me,

Laura Beltchenko,

Assistant Superintendent, Wauconda CUSD #118,
Secretary, Illinois Association of Title I Directors.

Lbeltchenko@118.org

