



COMMON CORE STATE STANDARDS -- FACT SHEET

What is the Common Core State Standards Initiative?

The Common Core State Standards is a state-led initiative to develop a set of K-12 standards in English language arts (ELA) and mathematics. The Common Core State Standards Initiative has been led by the National Governor's Association (NGA) and the Council of Chief State School Officers (CCSSO), working with Achieve, ACT and the College Board, among others.

The State Board of Education adopted the Common Core State Standards at their regularly scheduled meeting on August 17, 2010.

Will the NECAP be revised to the Common Core (CC)?

The NECAP assessment will not be revised to measure the Common Core. We must continue to ensure that it measures the Grade Expectations so as to maintain the comparability of achievement results across years. School accountability based on NECAP will continue most likely through the fall 2013 NECAP, which will determine schools' AYP status for SY 2014-2015. An assessment of the Common Core will be given in Spring 2015 which will most likely determine schools' AYP status in SY 2015-16.

Will the Common Core State Standards in ELA and Mathematics replace the Grade Expectations?

The SMARTER Balanced Assessment Consortium (SBAC) assessment framework, which will measure the CC ELA and Mathematics, will replace our state-assessed Grade Expectations.

When will districts need to have their curriculum aligned?

Districts should implement ELA and math curriculum aligned to the Common Core State Standards in SY2013-2014 at the latest.

When will the Common Core Standards be assessed?

What will the assessment look like?

The SMARTER Balanced Assessment (SBAC) will become operational in SY 2014-2015. However, SBAC will be considerably different than the NECAP test. SBAC will develop a more comprehensive assessment system which will have formative and benchmark components, as well as a summative assessment that will utilize computer adaptive technology. This technology will provide more information about student achievement and growth.

How will Vermont's schools transition to the Common Core State Standards?

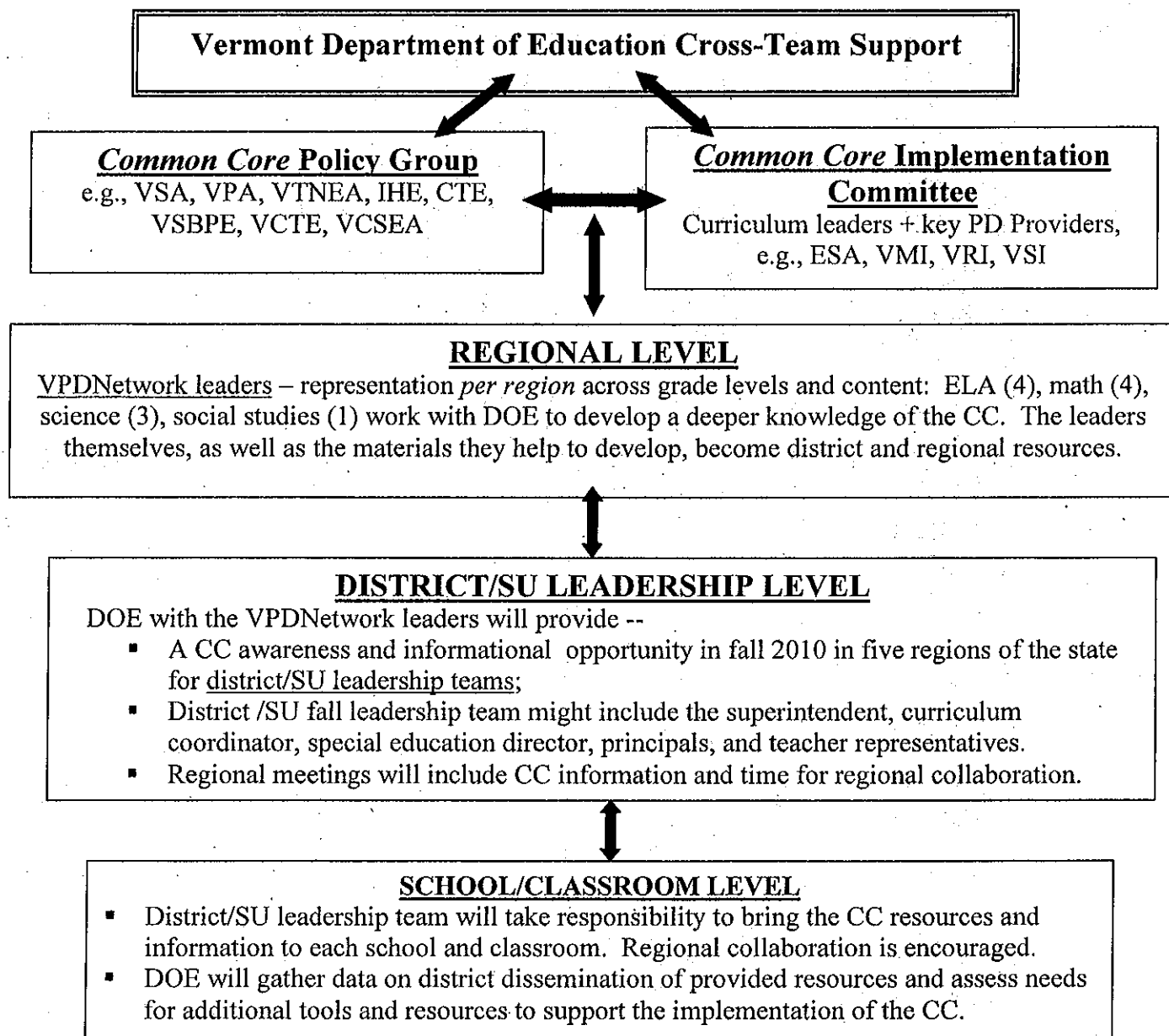
The path for each school and/or district will be different depending on their current alignment to the Vermont Grade Expectations and decisions they make about classroom practice.

VT-DOE Plan for Statewide Implementation of the *Common Core State Standards* (SY 2010-2011)

GOAL: Each Vermont educator will have an equitable opportunity over time to develop an understanding, appropriate to his or her educational responsibilities, of the *Common Core State Standards* (CC) and their application to curriculum, instruction and assessment.

MODEL: DOE will provide resources and processes that include --

- Statewide network of teacher leaders (VPDNetworks);
- *Common Core* Policy Group to consider and recommend policy for all levels of the system to address access, equity, quality, communication and accountability;
- *Common Core* Implementation Committee to recommend implementation strategies.





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Common Core Transition Timeline

Summer 2010 to Summer 2011	2011-2012 School Year	2012-2013 School Year	2013-2014 School Year	2014-2015 School Year
<p>Phase 1 <u>Communicate, Align, & Plan</u></p> <ul style="list-style-type: none"> • Increase awareness of the CC state-wide • SBAC develop assessment framework & achievement descriptors • Maintain classroom curriculum & assessment practices aligned to GE/NECAP • School accountability based on NECAP 				
	<p>Phase 2 <u>Develop Resources & Process for Transition</u></p> <ul style="list-style-type: none"> • Curriculum development & alignment to CC. • SBAC provided pd & tools for classroom assessment. • Maintain classroom curriculum & assessment practices aligned to GE/NECAP • School accountability based on NECAP 			
		<p>Phase 3 <u>Classroom Transition to Common Core</u></p> <ul style="list-style-type: none"> • Aligned curriculum implemented • Aligned classroom assessment • School accountability based on NECAP 		
				<p>Phase 4 <u>Full Implementation</u></p> <ul style="list-style-type: none"> • Schools will have curriculum, instruction & assessment aligned to CC • SBAC will be fully operational • School accountability will be based on CC/SBAC

Research

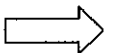
- Internationally benchmarked to mathematics standards of high-achieving countries and states.
- Designed to reverse the “mile-wide, inch-deep” analogy of US mathematics curricula.

Design

- The Mathematical Standards create a rigorous definition of college and career-readiness for high school graduates.
- The Common Core State Standards of Mathematical Practice define the dispositions and habits of successful mathematical students to ensure College and Career Readiness.
- The Common Core State Standards of Mathematical Content define what students should understand and be able to do at each grade level to ensure College and Career Readiness.
- The standards are organized under large conceptual domains that span several grade levels.
- Standards are grouped in conceptual clusters under each domain.

What Can We Begin to Do?

Standards for Mathematical Practice <i>Mathematical dispositions and habits for all grade levels</i>	
All Grade Levels	<i>Begin to include Mathematical Practices in classroom systems & routines.</i>
Standards for Mathematical Content The skills, knowledge, and concepts students should gain fluency and understanding in each grade level.	
All Grade Levels	<i>Ensure students obtain grade appropriate fluency of math facts. Embed a greater variety of applications in existing curriculum.</i>
Elementary (Kindergarten to 5 th grade)	<i>Create vertical teams to build deeper mathematical understanding for teachers of concepts that span several grade levels Utilize the Primary Numbers and Operations Assessment (PNOA) for grades K-2 available on Riverdeep.</i>
Middle School (6 th - 8 th Grade)	<i>Build on existing assessment to include <u>understanding</u> of pre-algebra concepts</i>
High School	<i>Embed modeling in existing curriculum.</i>



Points of Emphasis

All Grades

- Balance Conceptual Understanding and Procedural Fluency
- Math fact fluency included
- Modeling throughout grade levels

Elementary (Kindergarten - 5th Grade)

- K-5 standards develop a solid foundation in numbers and operations necessary to successfully apply more advanced math concepts and procedures in later grades.
- K-5 standards build a grade to grade progression of concepts (e.g. fractions, integers)

Middle School (6th to 8th Grade)

- Aggressive progression towards preparation for Algebra I
- Provide a rich and deep understanding of concepts and application of mathematics to prepare students for high school mathematics.

High School (9th to 12th Grade)

- A rigorous definition of College and Career Readiness for all students.
 - Two years beyond traditional Algebra 1 curriculum.
- Greater emphasis on functions than current Grade Expectations.
- Great emphasis on mathematical modeling in all conceptual domains.
- Advanced mathematical standards (+) are provided to help align curriculum up to pre-Calculus level.


Research

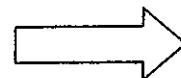
- Over the past fifty years, the difficulty of college and career-education texts has increased steadily, while texts used in K-12 education have become less demanding. (Appendix A)


Design

- The Common Core State Standards K-12 define what students should understand and be able to do by the end of each grade, and they were created to ensure that all students are college and career-ready by the end of high school.
- The English Language Arts Common Core State Standards are organized into four strands: *Reading, Writing, Speaking and Listening, and Language.*
- Each strand is anchored by 10 College and Career Readiness Standards across all grade levels.
- Literacy Standards in History/Social Studies, Science, and Other Technical Subjects* are included as part of the CC ELA Standards.

Points of Emphasis

Strand	Key Area of Emphasis	What Can We Begin to Do?
READING 	<ol style="list-style-type: none"> Foundational Skills (K-5) Balance of Literary and Informational Text Increased text complexity (K-12) Independent reading of complex texts (K-12) 	<ol style="list-style-type: none"> Ensure automaticity of foundational skills using formative & interim assessments. Check ratio of literary to informational text across grades; steadily increase number of informational texts through grade levels. Build understanding of the importance of text complexity, including methods for determining it (see - text complexity rubrics). Use scaffolding and then employ strategies for “gradual release of responsibility” to assess independence.



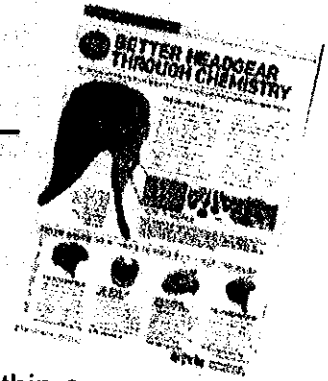
Strand	Key Area of Emphasis	What Can We Begin to Do?
<p>WRITING</p> 	<ol style="list-style-type: none"> <u>Text types:</u> Informative/explanatory Opinion/argument Narrative <u>Production and distribution of writing</u> <u>Research to Build and Present Knowledge</u> 	<ol style="list-style-type: none"> Review school/district writing plan to prioritize and build internalization of writing structures across grades. Balance on-demand and process writing across the curriculum; use technology to interact with others effectively and to produce & publish writing (6-12). (K-5) Implement short focused research projects; (6-12) Develop lessons to instruct effective Web searches & skills to evaluate credibility of sources; teach effective synthesis of information and awareness of plagiarism; (K-12) Employ reading/writing connections across content & grade levels.
<p>SPEAKING & LISTENING</p>	<ol style="list-style-type: none"> Comprehension & collaboration Presentation of Knowledge & Ideas 	<ol style="list-style-type: none"> Instruct & practice elements of effective collaboration with diverse partners. Instruct awareness of audiences for standard English; develop a speaking & listening rubric with students.
<p>LANGUAGE</p>	<ol style="list-style-type: none"> Conventions Knowledge of Language Vocabulary Acquisition & Use 	<ol style="list-style-type: none"> & 2. Review learning progression of grammar and usage skills across grade levels; reinforce language use in speaking, listening, writing, reading. Ensure that students have multiple strategies to build vocabulary. Build educator awareness of research in vocabulary acquisition (Beck, McKeown, Kucan).

Background Information

Currently, both science and social studies thinking skills incorporate a significant focus on inquiry and problem-solving relating to investigation and application of content principles. The CC State Standards overlap with the existing Inquiry process to a great extent, but have a further focus on effective reading, reflection and communication skills that can take student content understanding to a deeper cognitive level.

Big Ideas

The Common Core Informational Reading Standards (grades 6-12) guide students to interact with content-supporting informational reading and build on the content GEs. The Common Core Writing Standards (grades 6-12) support clear communication of discipline-specific perspectives and encourage students to develop informed conclusions within a variety of content areas. These CC standards will support the current Inquiry GEs in both Science (S6-12: 1-8) and Social Studies (H/SS 6-12: 1-7) and will enhance and enrich student understanding of existing Inquiry and content principles.



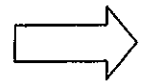
Points of Emphasis for Science and Social Studies/History

Student readers and writers are expected ...

- to examine the meanings of content-related technical and controversial terminology,
- to take time for reflection of critical ideas, and
- to compare the efficacy of perspectives from several different viewpoints on critical content issues.

Communication of these analyses will include...

- clear statement of claims,
- use of advanced research to identify evidence to support claims,
- use of Speaking and Listening skills to establish informed discourse around claims and
- use of a revision process to convey an informed position on an issue.



What Can We Do Now?

Classroom instruction can begin to address and provide opportunities for students to practice these skills relating to Science and Social Studies/History content. Teachers could begin by...

- Examining Informational Text options (newspapers, books, periodicals, journals, internet resources) for student use;
- Identifying readings that illustrate a variety of authors' purposes;
- Selecting and evaluating readings that represent multiple viewpoints on critical issues;
- Providing opportunities for students to develop claims and counter-claims on content issues (discourse);
- Encouraging students to develop arguments on discipline-specific content
- Allowing students to strengthen communication skills through a revision process; and
- Encouraging students to gather and use evidence from Informational Text for Analysis, Reflection and Sustained Research within content areas

