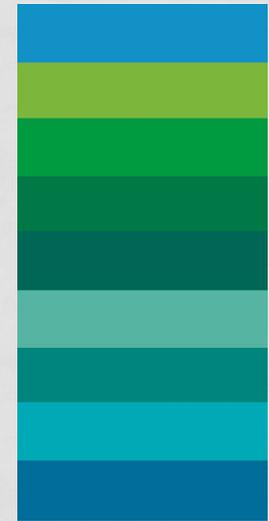


THE CALIFORNIA COMMON CORE STATE STANDARDS

What do they mean
for my child?



WHAT ARE CONTENT STANDARDS?

- Content standards are a road map that guide WHAT students will learn at a given grade level and/or in a given subject.
- Local school districts determine HOW these content standards are taught in the classroom.
 - Approve textbooks and courses of study
 - Develop student learning goals
 - Align written-taught-tested curriculum
 - Create instructional units
 - Apply PDSA cycle to improve



ARE CONTENT STANDARDS A NEW THING?

- Content standards by grade level have existed in Clovis Unified since the 1970s.
- We have assessed students on how well they have mastered these grade level standards, even when California did not have standardized assessments.
- California adopted statewide educational standards in the 1990s, and has annually assessed students on how well they have learned these standards since 2001.



WHY WE NEED UPDATED STANDARDS

- 68% of high school graduates have to take remedial English and/or math courses to meet California State University standards*.
- 93% of employers in a 2013 survey agreed that, “a candidate’s demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than their undergraduate major**.”

*2010 Nat'l. Cntr for Public Policy and Higher Education: Beyond the Rhetoric

**2013 Employer Priorities for College Learning & Success survey by The Assoc. of Colleges & Universities



WHY WE NEED UPDATED STANDARDS

Employers want educational practices that require students to:

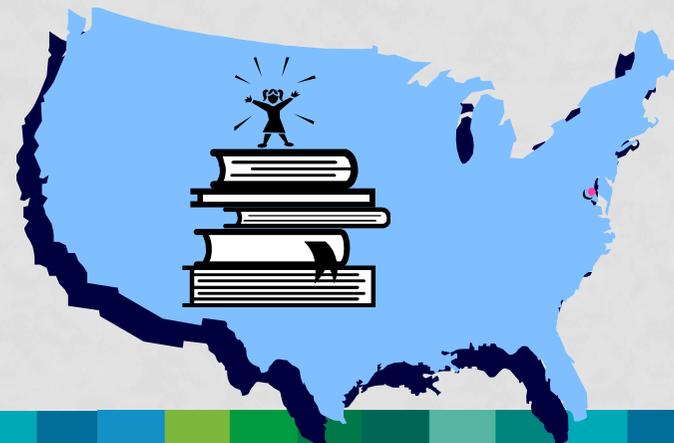
- a) conduct research and use evidence-based analysis;
- b) gain in-depth knowledge in the course of study, and analytic, problem solving and communication skills; and
- c) apply their learning in real-world settings.*

*2013 Employer Priorities for College Learning & Success survey by The Assoc. of Colleges & Universities



WHERE DID COMMON STATE STANDARDS COME FROM?

- First called for in a Reagan era report called *A Nation at Risk*. The report itself calls for “the establishment of a common core curriculum” across the nation.
- Conversation continued through both Democrat and Republican administrations
- The Nation’s Governor’s Association and the Council of Chief State School Officers led the initiative since 1996



WHAT THE COMMON CORE STATE STANDARDS ARE

- California, along with 44 other states, adopted new standards that align to the Common Core State Standards
- Approx. 15% of our standards are unique to California
- Common Core state Standards are internationally calibrated
- In September 2013 California also adopted new science standards, known as the Next Generation Science Standards



What the Common Core State Standards Are

Competition

- Common standards to help ensure our students are globally competitive

Equity

- Consistent expectations for every student

Clarity

- Focused and clear for educators and parents

Collaboration

- Provide a foundation for sharing resources across states, professional development and common assessments



WHAT THE COMMON CORE STATE STANDARDS ARE NOT

Not a national curriculum for our schools

- Standards are the minimum
- We determine design and deliver curriculum to students.

Do not diminish the role of parents

- Informed, involved parents will continue to be vital to students' success.

Do not lessen academic rigor

- The standards go deeper and require greater understanding of content.





MATHEMATICS

K-8 CALIFORNIA COMMON CORE STATE MATH DOMAINS

K	1	2	3	4	5	6	7	8
Counting & Cardinality						Ratio & Proportions		
Operations and Algebraic Thinking						The Number System		
Number and Operations in Base Ten						Expressions & Equations		
			Fractions					Functions
Measurement and Data								
Geometry						Geometry		
						Statistics & Probability		

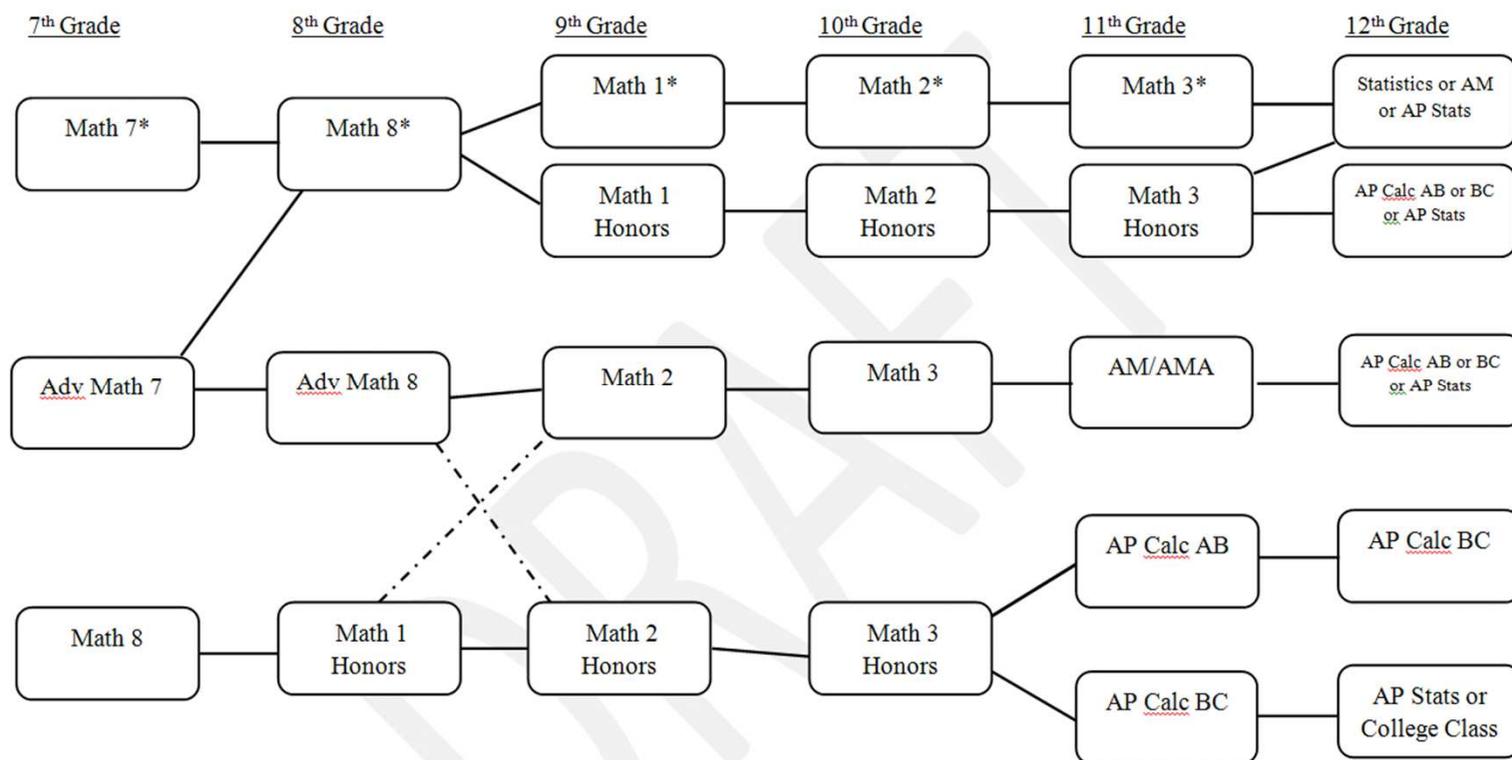


HIGH SCHOOL STANDARDS

- **Conceptual Categories:** overarching ideas that describe strands of content in high school
- **Domains/Clusters:** groups of standards that describe coherent aspects of the content category
- **Standards:** define what students should know and be able to do at each grade level



EXAMPLE OF POSSIBLE SECONDARY MATH PATHWAYS



THE WORLD OF ROUNDING IN THE OLD TESTING MODEL

Round the number 25.75 to the nearest tenth.

- a. 25.7
- b. 25.8
- c. 25.76
- d. 25.74

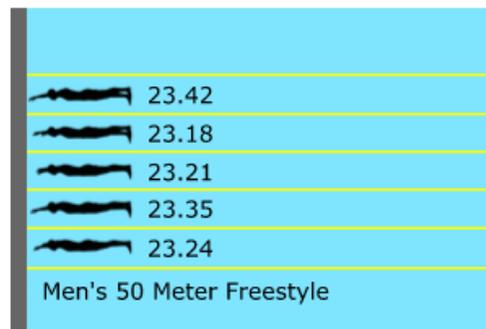


WHAT IT COULD LOOK LIKE NOW...

43025



Five swimmers compete in the 50-meter race. The finish time for each swimmer is shown in the video.



Explain how the results of the race would change if the race used a clock that rounded to the nearest tenth.





CLOVIS

U N I F I E D

SCHOOL DISTRICT

ENGLISH-LANGUAGE ARTS

CALIFORNIA ELA STRANDS

K	1	2	3	4	5	6	7	8	9	10	11	12
Reading												
Writing												
Speaking and Listening												
Language												
Foundational Skills						Reading Standards for History/Social Studies, Science, and Technical Subjects						
						Writing Standards for History/Social Studies, Science, and Technical Subjects						



ENGLISH LANGUAGE ARTS AND MULTIPLE CHOICE QUESTIONS

- 6 On the day of the feast, Kapapitoe was ready to go to the river and wash. "Please take me to the river with you," said her husband, and so she did. The lizard went into the water. When he came out, he was a handsome young man dressed in fine clothes!
- 7 At the feast everyone asked, "Who is that handsome man with Kapapitoe?"
- 8 The old woman smiled and said, "It is her husband."
- 9 Oh, how jealous those six sisters were! They tried time and time again to steal Kapapitoe's husband from her, but he loved only his wife.

CSR

In "Kapapitoe and the Lizard," how did Kapapitoe's six sisters show how much they disliked and disrespected the lizard?

- A They would not give him any food to eat or water to drink.
- B They told Kapapitoe that she must leave their home with him.
- C They cleaned their dirty feet by wiping them on his rough skin.
- D They made him work hard all day, every day, in the jungle.

WHAT MIGHT TESTING LOOK LIKE NOW...

ics

Feedback and Support
Send an Email

BACK NEXT ITEM SCORE

43001

Read this part of the text again.

"It turns out my mother loved the name Ruth. That's how I got my name and how my father got these: he let Ty Cobb name me after Babe Ruth." I tried to swallow but couldn't. I hoped that she wasn't going to say what I thought she was going to say. Then she said it.

"In this shoebox are the ten baseballs Ty Cobb gave my father. They are signed by some of the most famous ballplayers in history, including one that has one single signature on it: Babe Ruth's."

My grandma pulled the ball out, unwrapped it, and held it out for us to see. The ball was scarred almost beyond recognition. It had dog bite marks, dirt scuffs, and fraying seams. Right in the middle was a big signature in black ink that I had somehow overlooked. It was smudged now and faded, but it still clearly said "Babe Ruth." I began to shake inside.

But my grandma just looked at the ball and smiled sweetly. She said softly, "Even though it doesn't look like much, this ball has brought our family a lot of joy in its time. I remember when I was your age, Naomi, I almost rubbed the signature right off from tossing it up and down all the time. You see, I've always felt that a baseball should be used for a lot more than looking. My dad, your great-grandfather, used to say the same thing."

Select three sentences that show that Naomi is worried she has done something wrong.

reatest baseball player

, since my brother

n filtered in through the
my favorite room in the

baseballs wrapped in
w off the paper and ran
n with me.

throwing straight as an

Question





CLOVIS

U N I F I E D

SCHOOL DISTRICT

TECHNOLOGY

WHAT WILL NEW TESTS LOOK LIKE?

- Field tests in 2014.
- Individually reported scoring in 2015.
- ELA & Math Assessments in Grades 3-11.
- Computer based tests that include:
 - Selected Response (multiple choice)
 - Constructed Response (short answer)
 - Performance Task (application of knowledge)



USING TECHNOLOGY FOR TESTING



Click icon to open link to SBAC ELA questions.



Click icon to open link to SBAC Math questions.



NOW...IT'S YOUR TURN!

ARE YOU SMARTER
THAN A 4TH GRADER?

AT THE MOVIES

The Academy Awards introduced a new category last year for Animated Feature Film. The first winner, announced just a few weeks ago, was *Shrek*. Ticket prices in our area during the run of this film were approximately \$8.50.

For the year I was born, *Oliver!* won both musical score and best picture. During that year, my parents could purchase a movie ticket for about \$1.25. Had they seen a musical on Broadway, tickets would have cost about \$15.00.

If ticket prices for musicals rose at the same rate as did those for movies, what would it cost to see a musical version of *Shrek*?

Bonus: Imagine that the size of the dollar bill has grown in proportion to the movie prices. What would its size have been when *Oliver!* was in the movie theaters?



HOW DID 4TH GRADERS DO?

From: Andrew Flagg, age 9
School: Gates Mills Elementary School, Gates Mills, OH

If my math is correct, it would cost \$102.00 to see a musical of Shrek.

To find out how much a Broadway ticket would cost, the first step is to find out how much more a Broadway ticket would cost.

	past	present
movie	\$1.25	\$8.50
musical	\$15.00	---

I noticed something about that list.

	past	present
movie	\$1.25 < x12 >	\$8.50
musical	\$15.00	---

So, Broadway tickets cost 12 times more than movie tickets. Now you just multiply $12 \times \$8.50$, and you get the answer.

$$\begin{array}{r} 8.50 \\ \times 12 \\ \hline 1700 \\ + 8500 \\ \hline 10200 \rightarrow \$102.00 \end{array}$$

So, Shrek Broadway tickets would cost about \$102.00.

HOW DID 4TH GRADERS DO?

From: **Mindy Rogers**, age 11
School: Randolph School, Huntsville, AL

You would have to pay \$102.00 for one ticket to see a musical version of Shrek.

Bonus: The size of a dollar bill back then would have been 23mm by 10mm.

First I divided \$8.50 by \$1.25 to find out how many times more the ticket prices are now compared to then and got 6.8 times more.

$$\$8.50/\$1.25 = 6.8$$

Since a musical Broadway show of Oliver cost \$15.00 a ticket back then, I multiplied 6.8 by \$15 and got \$102 for the cost of a ticket now. $\$15.00 * 6.8 = \102.00

Bonus: I divided the size of a dollar bill now length (156mm) and width (65mm) by 6.8 to get the size of the dollar bill back then. The size of the dollar bill is 156mm by 65mm now. Therefore $156\text{mm}/6.8 = 23\text{mm}$ and $65\text{mm}/6.8 = 10\text{mm}$ so the size of the dollar bill then would have been 23mm by 10mm.

Just for fun: I checked the internet for ticket prices of Broadway tickets now and found that most prices were between \$90 to \$120 per ticket. I was surprised about the ticket cost comparison. I think that the model is just a lucky guess because the costs for items depend only on the demand for those items.

HOW DID 4TH GRADERS DO?

From: Angel Y., age 10

School: Highlands Elementary School, Naperville, IL

My final solution to At the Movies is that the cost to see a musical version of Shrek would be a cost of \$102.00.

I first made a proportion:

Let x = the amount of money needed to see the musical version of Shrek

$$1.25 / 15.00 = 8.50 / x$$

I used cross multiplication to find x , which was the amount of money used to see the musical Shrek. I found out at the end that?

$$1.25x = 127.50$$

So, I divided 127.5 by 1.25, and found that x would equal 102. In that case, the amount of money needed to see the musical Shrek would be an amount of \$102.00.

HOW DID 4TH GRADERS DO?

From: Chris Sowell, age 10
School: Marion Elementary School, Marion, LA

To purchase tickets for Broadway you would pay \$102.00

Bonus: The size of a dollar bill would have been 2.4 sq. in.

First I made a simpler problem to help me understand the problem.

Next I divided \$1.25, the cost of movie tickets the year he was born, into \$8.50, the ticket price for Shrek, and got 6.8 which would be the growth rate.

Then I multiplied how much tickets would have cost (\$15.00) by 6.8 and got \$102.00 which is what the Broadway ticket would cost.

Bonus: First I went to the website of the U.S. Bureau of Engraving and Printing and found the size of a dollar bill (2.61 in. by 6.41 in.)

Then I multiplied 2.61 in. * 6.14 and got 16.0254 sq. in., the area of a dollar bill.

Next I divided by 6.8 to find what the size of a dollar bill would have been when Oliver was playing. The dollar bill's area would have been 2.3566764 sq. in. which I rounded to 2.4.

QUESTIONS?

