COMMON CORE STATE STANDARDS (CCSS) INITIATIVE

PREPARING AMERICA’S STUDENTS FOR COLLEGE AND CAREERS
## Timeline for Florida’s Adoption of the CCSS

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>• Standards submitted to the State Board of Education, governor, and legislature.</td>
<td>• State Board of Education adopts the CCSS verbatim.</td>
<td>• CCSS with up to 15% additional content posted for public review, submission to the State Board of Education, governor, and legislature.</td>
<td>• State Board of Education adopts the CCSS and can add up to 15% additional standards in each content area that is specific to Florida.</td>
<td>• Process to identify aligned standards for students with disabilities and English Language Learners (ELL) initiated.</td>
<td>• State Board adoption of CCSS for Florida students with disabilities and ELL finalized.</td>
</tr>
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## Update:
Sunshine State Standards (SSS)
Next Generation Sunshine State Standards (NGSSS)
2007 Standards
Common Core State Standards (CCSS)

<table>
<thead>
<tr>
<th>Subject</th>
<th>SSS</th>
<th>New Standard Adoption</th>
<th>Full Implementation</th>
<th>New State Assessment</th>
<th>Common Core State Standards</th>
<th>State Assessment Influenced by CCSS</th>
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<tbody>
<tr>
<td>Math</td>
<td>1996</td>
<td>2007 NGSSS</td>
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<td>Spring 2014</td>
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<td>Spring 2014</td>
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<tr>
<td>English Language Arts/Reading 6-12</td>
<td>1996</td>
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<td>2008-2009</td>
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<td>Social Studies</td>
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</table>
English Language Arts
There are three sections within the Common Core Standards.

- Comprehensive K-5 Standards
- English Language Arts (ELA) for Grades 6-12
- Literacy in History/Social Studies (SS) and Science/Technical Subjects for Grades 6-12
ELA Common Core Standards: Key Topics

K-12 Standards
- Reading
  - Literature
  - Informational Text
  - Foundational Skills*
- Writing
- Speaking & Listening
- Language
  * K-3 Only

6-12 Literacy in History/SS and Science/Technical
- Reading
- Writing
Differences Between K-12 English Language Arts 2007 Standards and Common Core

- Standards are explicit in their requirements rather than general.

**LA.1112.2.1.4**
The student will analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme.

**CCC Reading Standard for Literature Grades 11-12 #2:**
Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
### Differences Between K-12 English Language Arts 2007 Standards and Common Core

• Standards scaffold deliberately.

<table>
<thead>
<tr>
<th>Grade 6:</th>
<th>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 7:</td>
<td>Use commas to separate coordinate adjectives.</td>
</tr>
<tr>
<td>Grade 8:</td>
<td>Use punctuation (comma, ellipsis, dash) to indicate pauses, breaks, and omissions.</td>
</tr>
<tr>
<td>Grades 9-10:</td>
<td>Use semicolons to link two or more closely related ideas and colons to introduce lists or quotations.</td>
</tr>
<tr>
<td>Grades 11-12:</td>
<td>Observe hyphenation conventions.</td>
</tr>
</tbody>
</table>
Differences Between K-12 English Language Arts 2007 Standards and Common Core

• Common Core defines and requires specific ranges and levels of text complexity.

• Grammar benchmarks specifically break down which conventions will be taught per grade level.

• There is a wider range of writing instruction which includes an extended time frame (research, reflection, and revision) for incorporating a variety of tasks, purposes, and audiences.
Differences Between K-12 English Language Arts 2007 Standards and Common Core

• There is a focus on vocabulary acquisition to enhance comprehension of text, as well as verbal and written communication.

• College and Career Readiness instructional goals and considerations are included for each strand.

• Benchmarks explicitly require reciprocal interaction among students in order to share and gain information learned and create new understandings based on these experiences.
Differences Specific to K-5 Reading

Common Core includes:

• specific examples of skills to be taught are named for each grade level in the phonics and word recognition areas.

• print concepts, phonological awareness, and phonics and word recognition as foundational skills.
Differences Specific to 6-12 English Language Arts

Common Core includes:

- comparisons of informational and literary texts to filmed/staged versions.

- requirements for specific authors or written works (e.g., Shakespeare, Declaration of Independence, etc.).
Aligning Reading K-5

**FY11 Actions**

- **Curriculum Framework**
  - Revise lessons to increase rigor and develop a deeper level of understanding
  - Develop lessons for students to use the research process, media literacy, and technology
  - Include more opportunities in lessons for students to develop their verbal and written communication

**Future Actions Needed**

- **Anticipated Instructional Materials Adoption**
  - Incorporate multiple trade books

- **Professional Development**
  - Provide focused professional development on differentiating instruction
Aligning Writing K-5

**FY11 Actions**
- Curriculum Framework
  - Revise lessons to address additional language conventions
  - Create units to correlate:
    - Responding to literature
    - Authors as mentors

**Future Actions Needed**
- Anticipated Instructional Materials Adoption
  - Incorporate of *on* and *above* grade level works
  - Utilize technology (i.e., digital media)
  - Include scaffolding of grammar skills in lesson plans
  - Support student selected and teacher directed topics

- Professional Development
  - Continue district and school level training
Aligning English Language Arts 6-12

**FY11 ACTIONS**
- **Curriculum Framework**
  - Compare ELA framework to Common Core suggested texts
- **Novel Units**
  - Provide resources for higher level texts
  - Include novels from the Common Core suggested texts
- **Collaboration with Social Studies**
  - Incorporate ELA standards on social studies scopes
  - Infuse writing in social studies lessons
- **College/Career Readiness**
  - Write lesson plans on college/career-related skills (grades 9 – 12)
  - Create bank of SAT, ACT, and CPT resources
  - Infuse SAT practice (grade 11) in lesson plans

**FUTURE ACTIONS NEEDED**
- **Anticipated Instructional Materials Adoption**
  - Incorporate on and above grade level texts
  - Utilize technology (i.e., digital media)
  - Include scaffolding of grammar skills in lesson plans
- **Professional Development**
  - Continue district and school level training
Mathematics

\[(a + b)^2 = a^2 + 2ab + b^2\]
<table>
<thead>
<tr>
<th></th>
<th>NGSSS Mathematics</th>
<th>Common Core Mathematics</th>
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</thead>
<tbody>
<tr>
<td>Structure &amp; Sequencing</td>
<td>Structure &amp; Sequencing</td>
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<tr>
<td>Grade Level K-8</td>
<td>Grade Level K-8</td>
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<td>Grade Clusters 9-12</td>
<td>Content Cluster 9-12</td>
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<td>Minor Differences in Sequencing</td>
<td>Minor Differences in Sequencing</td>
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<td>Terminology</td>
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<td>NGSSS K-8</td>
<td>Core K-8</td>
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<td>Body of Knowledge</td>
<td>Domain</td>
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<td>Big Idea</td>
<td>Standard</td>
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<td>Benchmark</td>
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# Mathematical Content

<table>
<thead>
<tr>
<th>NGSSS Content Titles</th>
<th>Core Content Titles</th>
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<tbody>
<tr>
<td>Number Sense</td>
<td>Number and Quantity</td>
</tr>
<tr>
<td>Algebra</td>
<td>Algebra</td>
</tr>
<tr>
<td>Geometry</td>
<td>Geometry</td>
</tr>
<tr>
<td>Probability &amp; Statistics</td>
<td>Probability &amp; Statistics</td>
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<tr>
<td>Calculus</td>
<td>Functions</td>
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<td>Trigonometry</td>
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<tr>
<td>Discrete Mathematics</td>
<td>Modeling</td>
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<tr>
<td>Financial Literacy</td>
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</table>
Comparison Between K-12 Mathematics NGSSS and Common Core Standards

• Content—the same

• Structure – very similar

• Sequencing – some minor differences in sequencing of topics

• Intent – raise student achievement in mathematics by improving focus and coherence
Sequencing in K-8 Mathematics and Possible Accommodations:

• **Timing of instruction**: In some cases, Florida teaches a topic earlier than Core and vice versa.

• **Accommodations**: State and district curriculum specialists will make curriculum adjustments by Spring 2014, as needed.

• **Note**: State assessments will not be aligned to Core before **Spring 2014** (until that time they will be aligned to NGSSS).
Science and Social Studies
Common Core for Science and Social Studies

- A national effort is underway to develop a set of K-12 Common Core Science and Social Studies Standards. An anticipated completion date is within two years.
- The English Language Arts Common Core Standards incorporate requirements for effective communication in science and social studies.
- End of course exams for high school science and social studies will be based on the NGSSS.
Partnership for the Assessment of Readiness for College and Careers (PARCC)

Race to the Top Assessment Proposal Summary
As part of the U.S. D.O.E.’s Race to the Top competition, a consortia of states can apply for funding to develop and implement a common assessment to be used across states.

Florida is one of 26 states that have joined together to create PARCC for the purpose of applying for this grant (submitted application on June 23, 2010).
Purpose

- Create a next-generation assessment system.
  - K-12 mathematics and English language arts/literacy
- Administer by the 2014-2015 school year.
Key Features of the PARCC Proposal

- States in PARCC will adopt common assessments and performance standards.

- Assessment system will be *anchored in college and career readiness*.

- Students will take parts of the assessment at key times during the school year, closer to when they learn the material.

- Assessments will be computer based.

- Assessments will include sophisticated items and performance tasks to measure the standards more effectively.
States in PARCC will adopt common assessments and performance standards.

- This will provide a common metric for measuring the performance of their students.

- For the first time, meeting standards in one state will mean the same thing as in the others.
Assessment system will be *anchored in college and career readiness*.

- High school
  - Measures if students have acquired the knowledge and skills necessary for success in first-year, credit-bearing college courses
- Grades 3-8
  - Measures if students are *on-track* to achieve readiness by high school graduation
Students will take assessments at key times during the school year (closer to when they learn the material).

- Several *through-course assessments* in each grade
- End-of-year assessment
- Measure students’ learning closer to the time when classroom instruction takes place
- Give feedback throughout the year (allowing educators to adjust instructional practices or give extra support to students who need it)
Assessments will be computer based.

- Majority of new assessments will be designed to be administered by computer.
  - faster turnaround of results
  - innovations in test items by leveraging new technologies
  - reduce costs for states
Include sophisticated items and performance tasks to measure the standards more effectively to:

- elicit complex demonstrations of learning;
- measure the full range of knowledge and skills necessary to succeed in college and 21st century careers;
- measure skills that are difficult to measure in on-demand assessments; and
- help model effective classroom instruction.
In Summary

• The District’s curriculum currently includes NGSSS for math, science, social studies and the 2007 standards for ELA, reading, and writing (most current).

• The FDOE’s roll out process for implementing the appropriate standards in each content area has been staggered over the past three years.

• Lesson plans are being revised to increase rigor, mirror sequencing of topics, and develop a deeper level of understanding to transition to Common Core State Standards.

• States will adopt common rigorous assessments that will be anchored to college and career readiness and aligned to CCSS.

• Students will take the assessments on the computer at key times during the school year (closer to when they learn the material).
Discussion