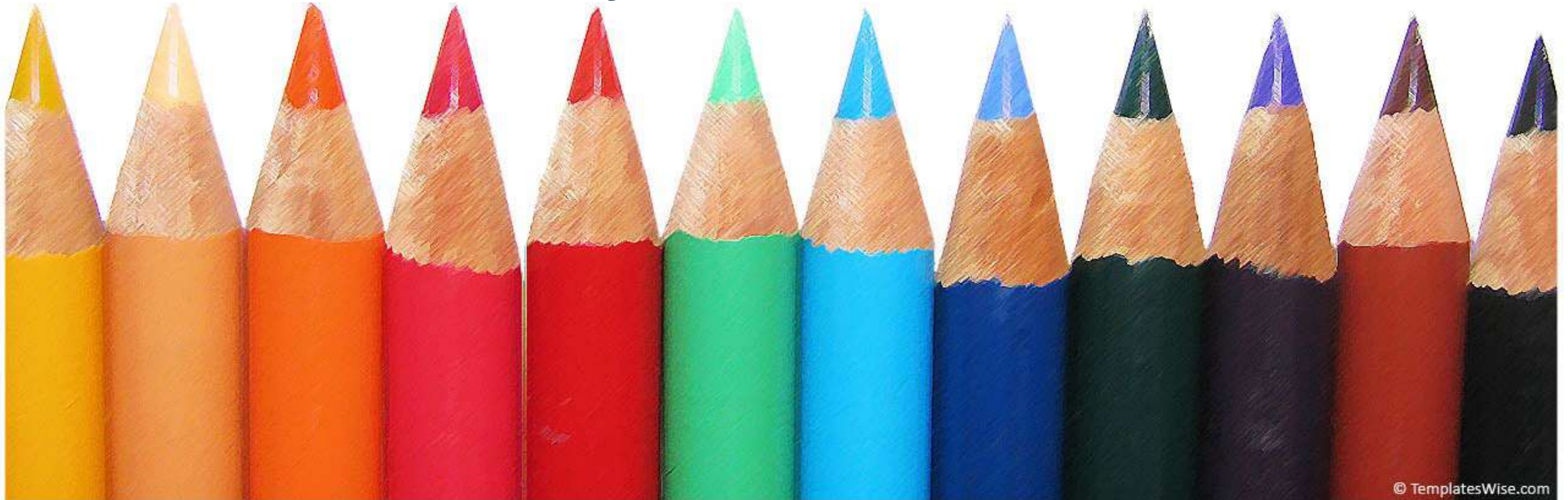


K-5 Common Core State Standards *for Language Arts and Mathematics*

Wallingford Public Schools
Family/ Community Information Session
Tuesday, December 4, 2012

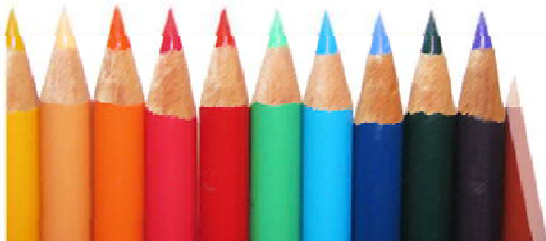


Overview of Tonight's Program

- 1) Overview of the Common Core State Standards**
- 2) Smarter Balance Assessment Consortium (SBAC)**
- 3) School Performance Index**
- 4) Q & A**
- 5) Review Handouts and Learning Stations**

Why Standards?

- Standards define what students will know and be able to do at each grade level
- Standards are an “agreement” with students and parents
- Standards make students and parents partners in education
- Standards promote a meeting of the minds.
- Standards ensure ALL students have access to quality
- Can you imagine a world *without standards*?

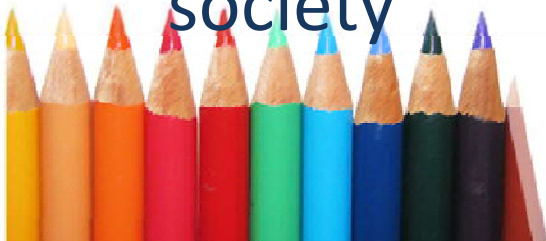


**Standards are the *centerpiece*
of a strong academic program**



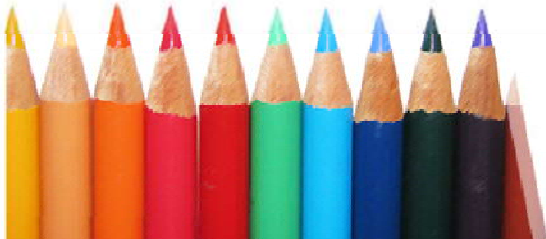
Common Core State Standards

- Create one set of expectations for ALL students that are clear, understandable, and consistent
- Aligned with college and work expectations
- Rigorous content and application using higher-order thinking skills
- Build upon strengths & lessons of previous state standards
- Informed by other top performing countries, so students are prepared for our global economy and society



Six Key Points for CCSS - Language Arts

1. Grade-by-grade *progressions* anchored in college and career readiness
2. Spotlight on the *complexity* of what students read
3. Focus on building academic *vocabulary*
4. Offer new grounding in *informational text*
5. Highlight *logic, reasoning, evidence and the art of argument*
6. Stress ability to *conduct and report on research*



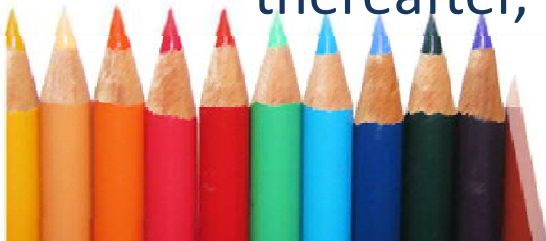
Six Key Points for CCSS - Mathematics

1. Provide students with a *solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions & decimals.*
2. Help students build the foundation to apply more demanding math concepts and procedures, and move into applications.
3. Beginning in **kindergarten**, the standards follow international models and recommendations from the National Research Council's Early Math Panel, by focusing work on the **number core**:
 - learning how numbers correspond to quantities
 - learning how to put numbers together and take them apart (the beginnings of addition and subtraction).



Six Key Points for CCSS - Mathematics

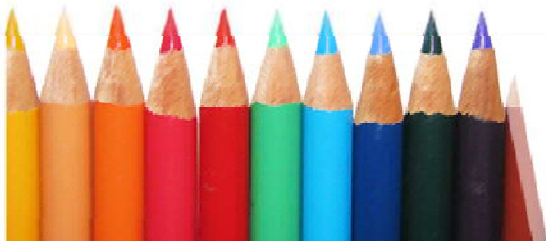
4. Provide detailed guidance to teachers on how to navigate through many topics
5. Maintain a ***continuous progression*** from grade to grade.
6. The standards stress not only procedural skill but also ***conceptual understanding***
 - Ensures students are learning and absorbing the **critical information** they need to succeed at higher levels
 - Replacing previous practices where many students learned enough to get by on the next test, but forget it shortly thereafter, only to review again the following year.



Wallingford Public Schools K-5 Three Year Transition Plan

Language Arts:

- Develop CCSS-aligned units of study with resources from Treasures (McGraw Hill) and new student technology
- Active participants in ACES Common Core Curriculum Consortium, a group of 19 districts collectively writing curriculum and sharing resources.

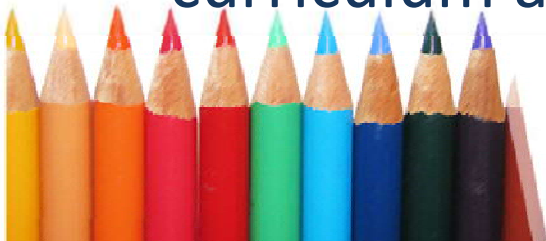


Wallingford Public Schools

K-5 Three Year Transition Plan

Mathematics

- Thoughtfully considered the needs of all Wallingford's students including:
 1. General CCSS readiness based on our previous curriculum and instruction (with the addition of "foundation units" to further prepare students for the new standards)
 2. The needs of highly capable, capable, and struggling math students
 3. Adapted our math plan from the Connecticut State Department of Education's 3 year transition plan (http://www.sde.ct.gov/sde/lib/sde/pdf/ccss/math/resources/revised_transition_guidelines_11-10-11.pdf)
- Active participants in ACES Common Core Curriculum Consortium, a group of 19 districts collectively writing curriculum and sharing resources.



Parents' Guides to Student Success

The Parents' Guides include:

1. Key items that children should be learning in English language arts and mathematics in each grade, once the Standards are fully implemented.
2. Activities that parents can do at home to support their child's learning.
3. Methods (questions and sample topics) for helping parents build stronger relationships with their child's teacher.
4. Tips for planning for college and career (high school only).

The Guides are available in both English and Spanish online at PTA.org/parentsguides.

The Common Core State Standards (CCSS)

For more information:

- **CCSS National Website:**

<http://www.corestandards.org/>

- **National PTA (*en español*)**

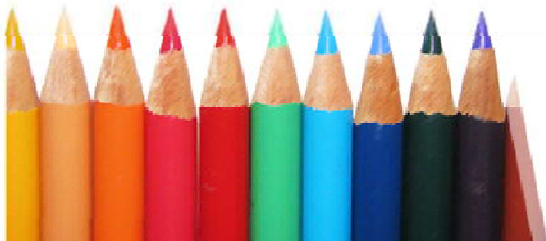
<http://www.pta.org/4446.htm>

- **CT State Dept of Education - Language Arts:**

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320866>

- **CT State Dept of Education - Mathematics:**

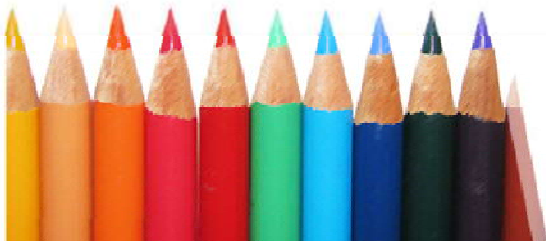
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320872>



The Smarter Balance Assessment Consortium (SBAC)

What we know so far:

- 1. Nationally, two new state assessment groups:**
 - SBAC (including Connecticut)
 - Partnership for Assessment College and Careers (PARCC)
- 2. New generation of tests are designed to address the shortcomings and high-stakes nature of previous state tests (CMT)**
 - Taken during the last 12 weeks of school
 - Computer adaptive and re-takes allowed
 - Growth model – provides indepth analysis and approximate grade level
 - Common formative assessments leading up to annual test
- 3. Pilot Test in Spring 2014 (all CT school districts)**
- 4. First test administration in spring 2015**



The Smarter Balance Assessment Consortium (SBAC)

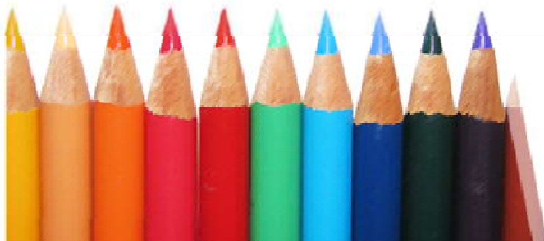
For more information:

- **National SBAC Website:**

<http://www.smarterbalanced.org/>

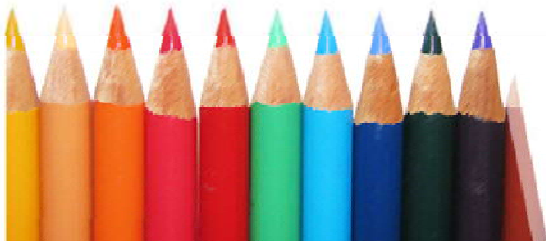
- **CT State Dept of Education Website:**

<http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/cali/sbacsummary2010.pdf>



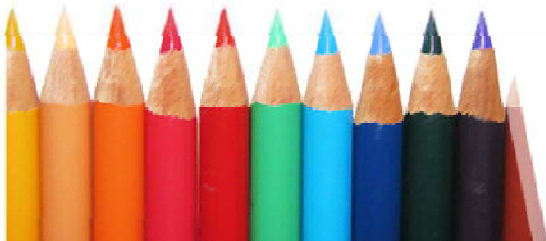
Connecticut's New Accountability Plan: The School Performance Index (SPI)

- **No More Adequate Yearly Progress (AYP)**
- **GOAL** is now the target to reach instead of **PROFICIENCY**
- Points are assigned for each score band for each student (Growth Model)
 - 1.0 – Goal/Advanced
 - .67 – Proficient
 - .33 – Basic
 - 0.0 – Below Basic



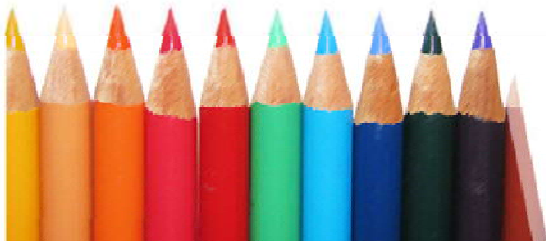
Connecticut's New Accountability Plan: The School Performance Index (SPI)

- District Performance Index (DPI)
- School Performance Index (SPI)
- Index Target is 88 Points
- Need to meet 4 - Year Cohort Graduation Target of 94%
- Need to meet Extended Graduation Rate Target of 96%



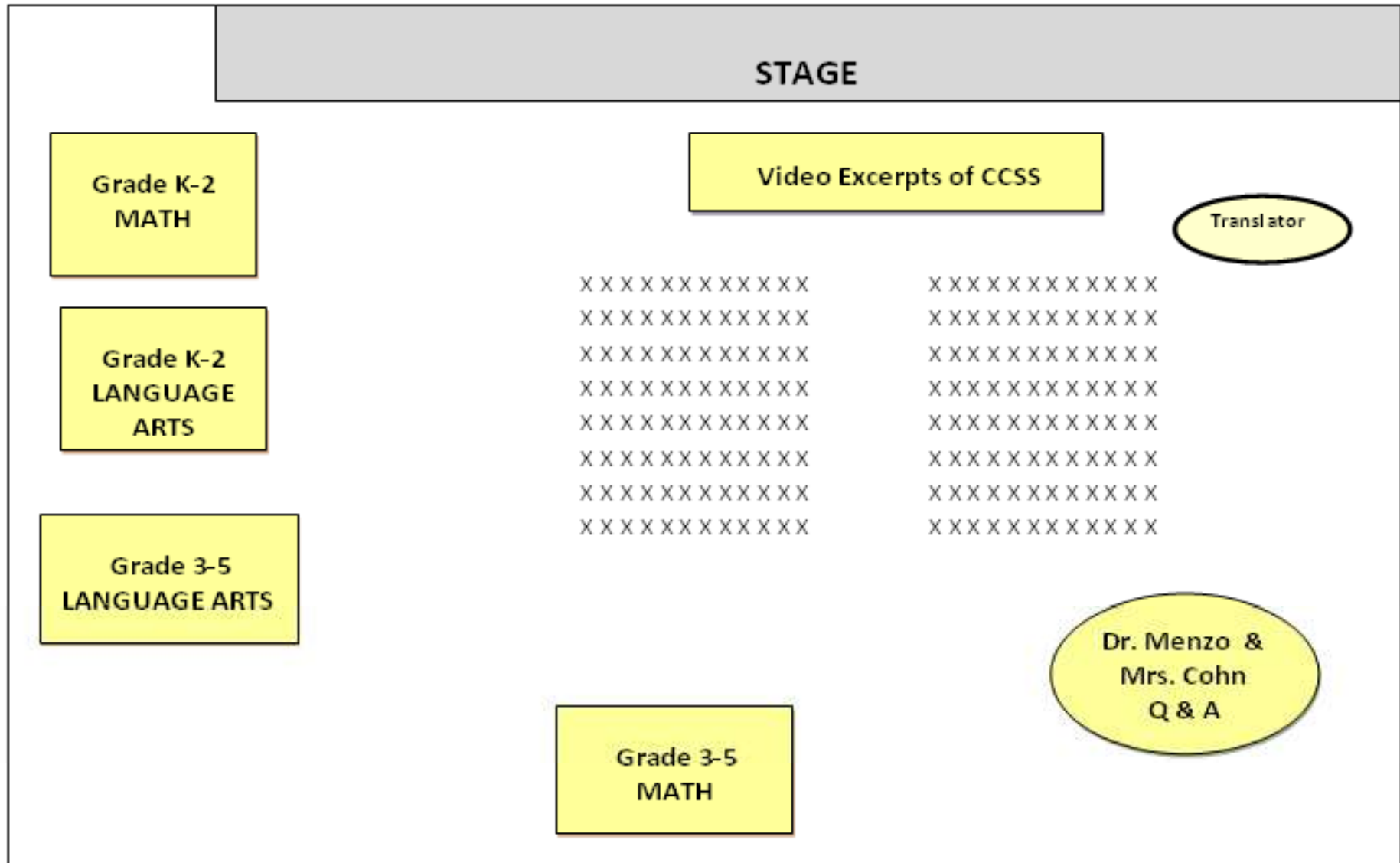
Connecticut's New Accountability Plan: The School Performance Index (SPI)

- All Districts and Schools need to be half way to 88 by 2018
- 2012 – 2013 Districts and Schools targets based on 3 year average
- Districts and Schools will be classified this spring based on achievement of targets



And Now for ...CCSS Learning Station Activities

Experience CCSS first hand, ask questions, & view videos



Doors