

Common Core Content Standards for Mathematics: Action Planning

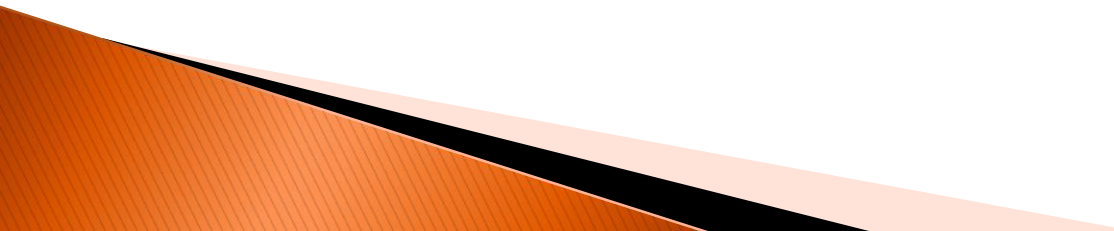
David Foster

Silicon Valley Mathematics Initiative

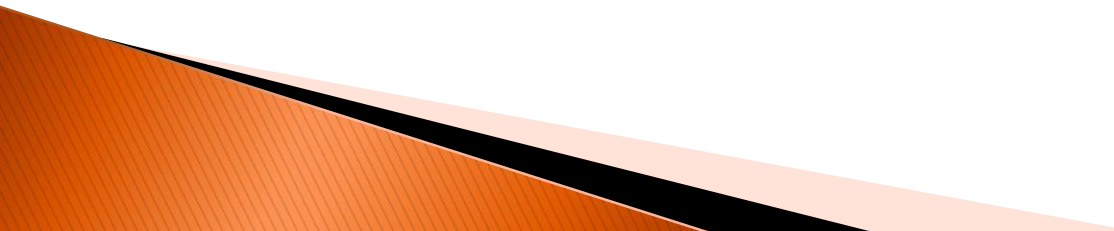
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Outcomes

- ▶ Understand the CCCS Implementation Plan
 - ▶ Review the CCCS resources provided by CDE
 - ▶ Understand the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment design
 - ▶ Understand the national and state professional development plan
 - ▶ Begin to create a CCCS Action Plan
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Agenda

- ▶ Welcome / Introductions
 - ▶ Timeline
 - ▶ Resources
 - ▶ Assessment
 - ▶ Professional Development
 - ▶ Action Plan
 - ▶ Next Steps
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Timeline

Timeline

- ▶ Timeline 1 – legislative action
- ▶ Timeline 2 – no change in legislative action

Questions:

- ▶ How will these timelines effect the implementation of CCCS?

Next Steps

- Frameworks and instructional materials
- Assessments
- Professional development

The California Department of Education is currently working on implementation plans for the CCCS and will bring its plan to the SBE in November and/or January.

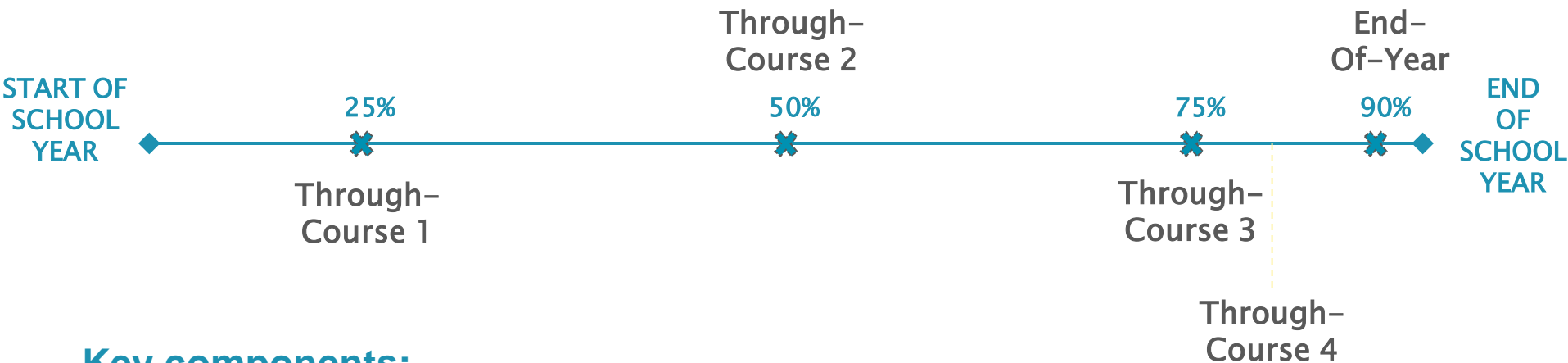
Resources

CDE Resources

- ▶ <http://www.cde.ca.gov/be/st/cc/>
 - Common Core Standards
 - Highlights of the Common Core State Standards for Mathematics
 - Preparing Students for Success in Algebra 1
 - FAQs

Assessment

Assessment System Design: Distributed Summative Assessment



Key components:

- Three through-course components distributed throughout the year in ELA and mathematics, grades 3-11.
- One end-of-year assessment

Source: *Graphic adapted from a representation prepared by the Center for K-12 Assessment & Performance Management (www.k12center.org)*

Assessment System Design: Distributed Summative Assessment

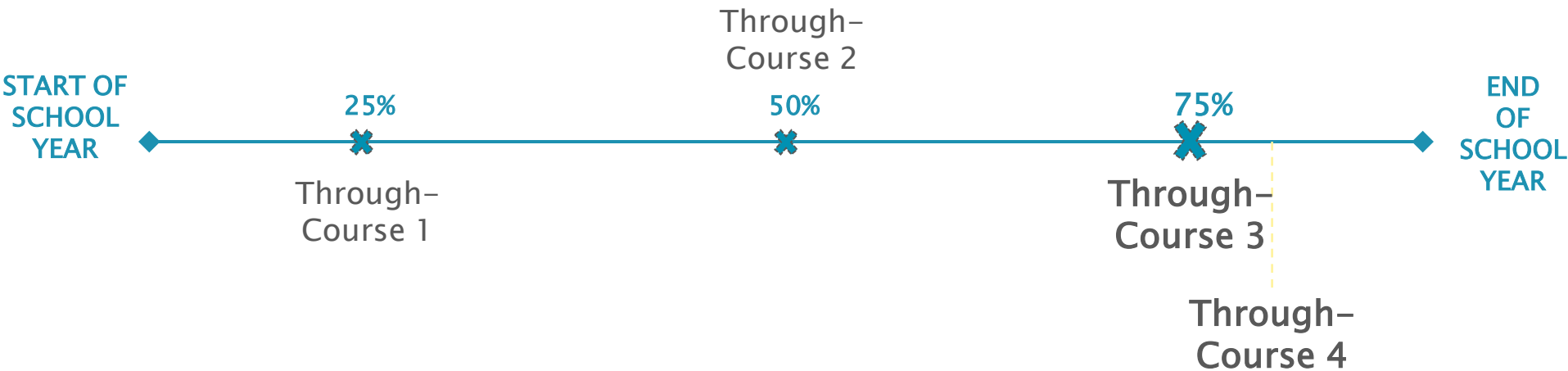


Through-Course 1 and 2:

- ELA-1 and ELA-2: One or two tasks involving reading texts, drawing conclusions, and presenting analysis in writing.
- Math-1 and Math-2: One to three tasks that assess one or two essential topics in mathematics (standards or clusters of standards).

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Assessment System Design: Distributed Summative Assessment

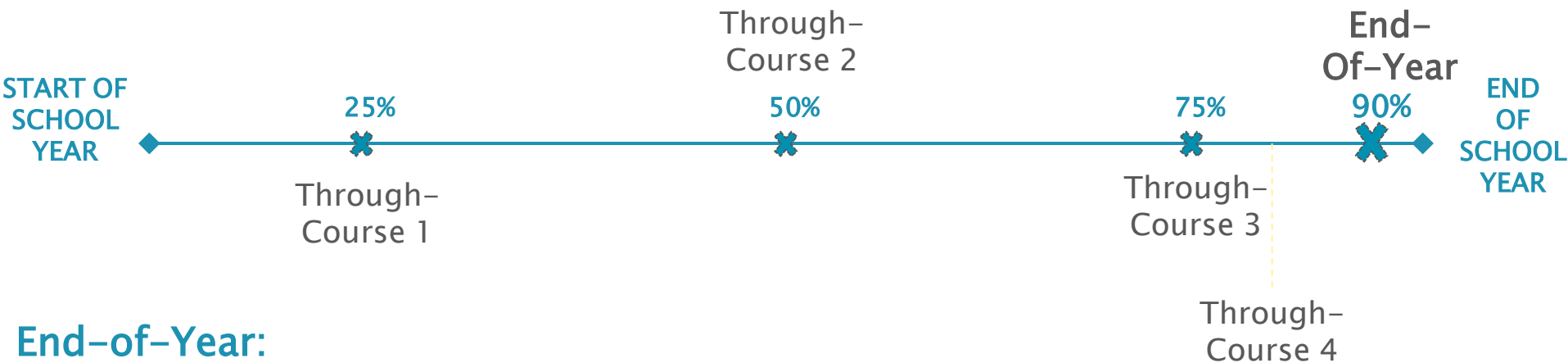


Through-Course 3 and Through-Course 4 (ELA only):

- ◆ **Math-3:** Performance task(s) that require conceptual understanding, procedural fluency, and application of mathematical tools and reasoning.

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Assessment System Design: Distributed Summative Assessment



End-of-Year:

- **EOY:** Comprehensive, computer-scored assessment that includes a range of item types, including innovative, technology-enhanced items. Enables quick turnaround of student scores.

A student's summative score—used for accountability purposes—will include his/her performance on Through-Courses 1, 2, and 3 as well as the End-of-Year assessment.

Assessment System Design: Distributed Summative Assessment

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 (AI) 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:

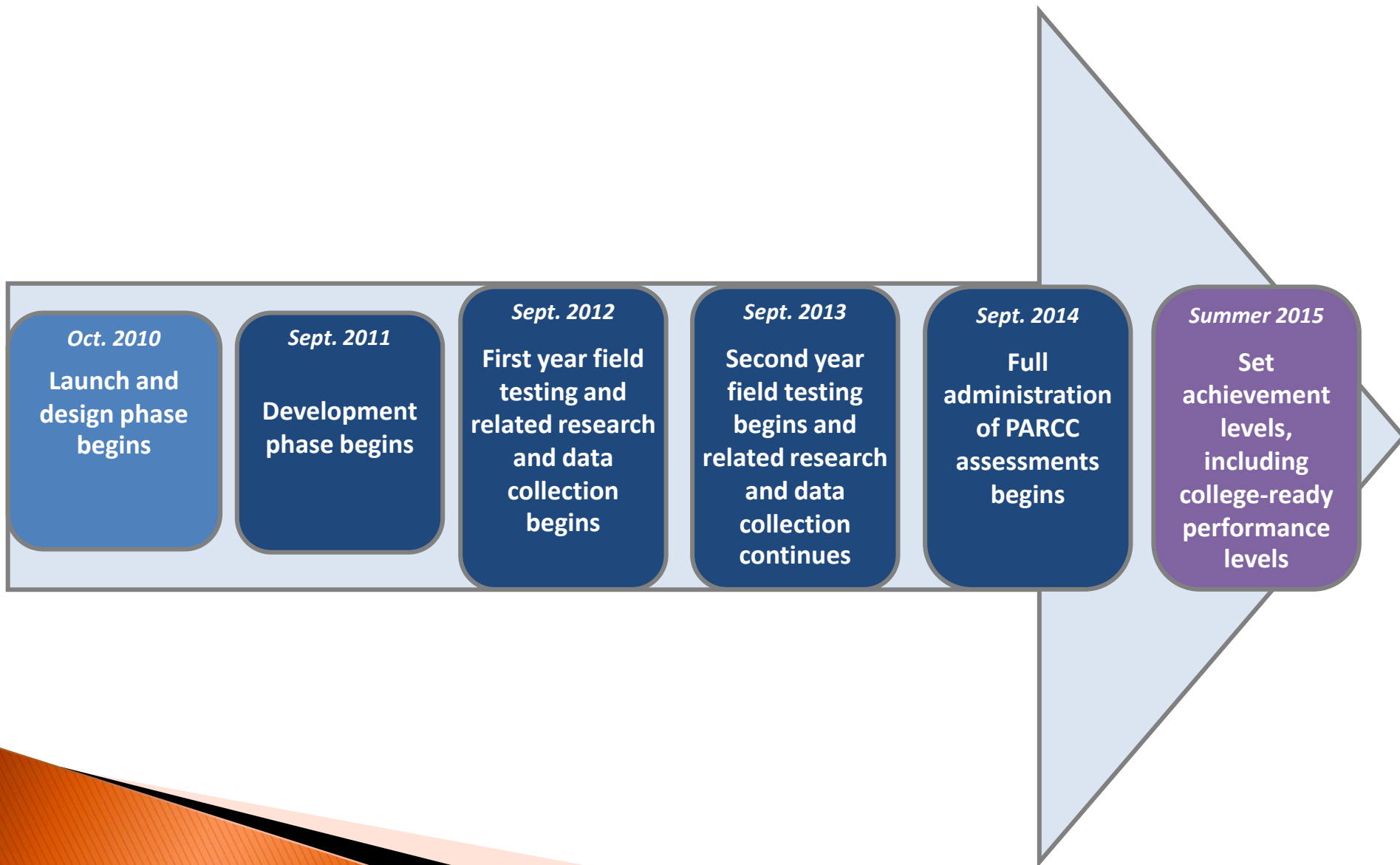
- **Partnership Resource Center (PRC):** an online, digital resource that includes two supports –
 - Released items with item data, student work, rubrics.
 - Model curriculum frameworks.
- **Text Complexity Diagnostic Tool:** a computer–adaptive tool to identify students’ proximate zone of development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

Professional Capacity–Building

The Partnership’s Professional Capacity–Building Plan:

- A leadership cadre of content experts (Higher Ed and K–12)
- Training tools for implementation of assessment system
- Training tools for interpreting and using assessment results
- Additional tools related to the CCSS and the common assessments:
 - Curriculum frameworks
 - Sample tasks and items

PARCC Timeline



Professional Development

Professional Development: National Level

▶ Partners


- AMTE, ASSM, NCSM, and NCTM

▶ Goals

- Generate recommendations for actions and resources that are needed to support the implementation of the Common Core State Standards in Mathematics.
- Consider ways that four organizations can collaborate in supporting various groups in implementing the CCCS and advancing the vision of school mathematics held by the organizations.

Professional Development: National Level

▶ Goals

- Develop resources to expand and clarify the meaning and instructional implications of CCCS for different audiences
 - Develop capacity at all levels to effectively implement the CCCS
 - Prepare and support PK–16 mathematics educators and administrators to implement quality mathematics programs
 - Support the development of high quality formative, diagnostic, and summative assessments aligned with CCCS
 - Promote and disseminate research related to CCCS
 - Establish governance and advisory structure to monitor and support the implementation of the CCCS.
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Professional Development: State Level

- Partners
 - California Mathematics Council
 - California Mathematics Project
 - Curriculum and Instruction Steering Committee
- Teachers, parents, administrators, and teacher educators
- Topics:
 - Equivalence and variable
 - Number line approach to fractions, transformational geometry, and mathematical modeling

Action Plan

Action Plan

- ▶ Sacramento City Unified School District
- ▶ Santa Clara COE Template

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