

Common Core 101 - ELA Basics

College and Career Readiness (CCR) and Grade-Specific Standards

The ELA Common Core Standards contain standards at two different levels. CCR standards (non-grade-specific) anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K-12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9-12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments. Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year grade bands in grades 9-12 to allow schools and districts flexibility in high school course design.

Hallmarks of the ELA Standards

- A focus on results rather than means
- An integrated model of literacy
- Research and media skills blended into the Standards as a whole
- Shared responsibility for students' literacy development

More Information Available Online @

http://www.santacruz.k12.ca.us/ed_services/curriculum_instruction.html



College & Career Ready Students...

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

Common Core 101 - Math Basics

Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.

The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word “understand” are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

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Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

Common Core 101 - Next Generation Assessments

Smarter Balanced Assessments

The **Smarter Balanced Assessment Consortium** is developing a system of valid, reliable, and fair next-generation assessments aligned to the **Common Core State Standards (CCSS)** in English language arts/literacy (ELA/literacy) and mathematics for grades 3-8 and 11. The system—which includes both summative assessments for accountability purposes and optional interim assessments for instructional use—will use **computer adaptive testing technologies** to the greatest extent possible to provide meaningful feedback and actionable data that teachers and other educators can use to help students succeed. Smarter Balanced assessments will go beyond multiple-choice questions to include extended response and technology enhanced items, as well as performance tasks that allow students to demonstrate critical-thinking and problem-solving skills. A **Practice Test** is available online.

Alignment to the Common Core State Standards

The Smarter Balanced assessment system will cover the full range of college- and career-ready knowledge and skills in the Common Core State Standards. To do this, each test item is associated with assessment targets and overall content claims. Content claims are major categories for looking at student performance. The assessment targets were developed to ensure item writers and reviewers address the standards, learning progressions, and the range of thinking possible. As part of the development of the Consortium's content specifications, Smarter Balanced member states approved content claims in English language arts/literacy and mathematics:

- [Claims for the Mathematics Summative Assessment \(PDF\)](#)
- [Claims for the English Language Arts/Literacy Summative Assessment \(PDF\)](#)

Item & Task Types

The Smarter Balanced assessment system includes 5 possible item types:

- Selected Response - students select one or more responses for a set of options
- Constructed Response - students enter a single word, phrase, sentence, number, or set of numbers
- Technology Enhanced - capitalize on technology to collect evidence through a non-traditional response type
- Extended Response - a type of constructed response that will require more elaborated answers and explanations of reasoning
- Performance Tasks - measure a student's ability to integrate knowledge and skills across multiple standards



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Curriculum & Instruction's Top 10 CCSS Web Resources

These high-quality resources, curated by the Curriculum & Instruction Department at the Santa Cruz County Office of Education, are for educators implementing the Common Core State Standards. They include links to professional learning modules, handouts, presentations, sample lessons, lesson videos, and much more.

Brokers of Expertise
www.myboe.org

An interactive online environment that offers easily searchable teaching resources, an online community of teaching professionals, and the CDE's [Common Core Professional Learning Modules](#).

TeachingChannel
www.teachingchannel.org

A video showcase of innovative and effective teaching practices, aligned to Common Core State Standards, that allow educators to envision the shifts in instruction required by CCSS.

Literacy Design Collaborative
www.literacydesigncollaborative.org

LDC is a framework for building college-and-career-ready literacy skills. The "template tasks" provide fill-in-the-blank shells that teachers can use to create powerful assignments. This site also includes sample instructional modules that wrap around these tasks.

ShareMyLesson
www.sharemylesson.com

High-quality teaching resources and an online community where teachers can collaborate with each other. Share My Lesson has a significant resource bank for Common Core State Standards

EngageNY
www.engageny.org

Common Core-aligned [educational resources](#), [instructional content](#), [performance tasks](#), [assessment guidelines](#), and other materials developed by New York. This site also includes a CCSS [video library](#).

Achieve the Core
www.achievethecore.org

Free resources for educators compiled by Student Achievement Partners, writers of the CCSS. Also includes information on how to access resources from the [EdModo Basal Alignment Project](#).

EduCore
educore.ascd.org

Current, relevant, evidence-based tools and professional development webinars, produced by ASCD, to support the transition into a new era of teaching and learning.

Illustrative Mathematics
www.illustrativemathematics.org

"Illustrations" of the range and types of mathematical work that students experience in a faithful implementation of the Common Core State Standards. This site also includes other tools that support implementation of the standards.

Inside Mathematics
www.insidemathematics.org

A professional resource with [classroom examples](#) of innovative teaching methods, [tools for mathematics instruction](#) that teachers can use immediately, and [video tours](#) of the ideas and materials on the site.

OER Commons
www.oercommons.org

Materials freely available including full courses, modules, syllabi, lectures, homework assignments, quizzes, lab activities, pedagogical materials, games, simulations, and many more resources.



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