

**C01-Understanding the  
Common Core State  
Standards & Assessment  
(Gr. 6-12)**

Katie McKnight, Ph.D.  
Katie@KatherineMcKnight.com

---

---

---

---

---

---

---

**What we will do in this session:**

- Overview of Common Core State Standards and implications for assessment on the classroom and district level.
- How will CCSS assessments look differently than those from the previous generation of standards?

---

---

---

---

---

---

---

**Useful Links and Resources**

- Please download the interdisciplinary standards: [www.commoncore.org](http://www.commoncore.org)
- All session handouts can be downloaded here:
- [www.katherinemcknight.com](http://www.katherinemcknight.com)

---

---

---

---

---

---

---

### Today's Key Questions

What are the **expectations** of the Common Core State Standards in English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects? (The Standards and Assessments)

How can we begin an **exploration** of the standards in schools? (Exploring Strategies)

What might the **application** of standards look like in practice, particularly in text and task selection? (Strategies for Supporting the Common Core Adoption in Teacher Education Courses and Schools)

---

---

---

---

---

---

---

---

### Why New Standards?

Students are not **reading** at levels sufficient for college and career readiness in content areas.

Only slightly more than half (53%) of the members of the 2009 high school graduating class were ready for college-level and workplace training-level reading.



---

---

---

---

---

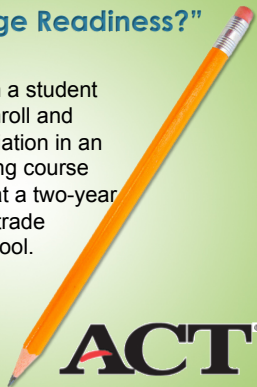
---

---

---

### What is "College Readiness?"

The level of preparation a student needs to be ready to enroll and succeed without remediation in an entry-level, credit bearing course (in each content area) at a two-year or four-year institution, trade school, or technical school.



---

---

---

---

---

---

---

---

**What We Know So Far**

**New Standards  
New Assessments**

---

---

---

---

---

---

---

**Common Core State  
Standards Development**

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO).

The standards were developed in collaboration with teachers, school administrators, and experts to provide a clear and consistent framework to prepare our children for college and the workforce.

---

---

---

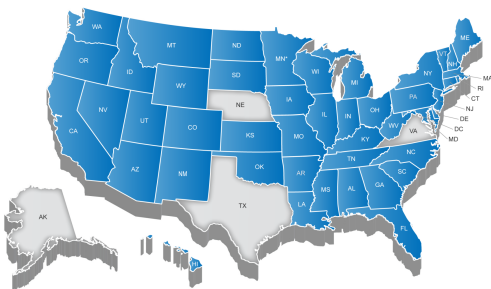
---

---

---

---

**46 States + DC Have Adopted the  
Common Core State Standards**



Minnesota adopted the CCSS in ELA/literacy only

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

**The Common Core State Standards do not provide . . .**

- a complete scope and sequence,
- a course outline, or
- *all* the essential skills and knowledge students *could* have.

**The Common Core State Standards do . . .**

- outline the most important essential skills and knowledge *every* student needs to master to succeed in college and careers.

---

---

---

---

---

---

---

---

**Leading the Discussion:  
Strengths of CCSS**

Aligned with college and work expectations.

Include rigorous content and application of knowledge through higher order skills.

Build upon strengths and lessons of current state standards.

Informed by top-performing countries, so that all students are prepared to succeed in our global economy and society; and,

Evidence and/or researched-based.

---

---

---

---

---

---

---

---

### Tracking a Spiraling Standard

#### Tracking Activity

Choose a standard and track from 6<sup>th</sup> - 12<sup>th</sup> grade.



What variables are used to increase rigor?

---

---

---

---

---

---

---

### Tracking a Spiraling Standard

#### Reflection: REFLECTION:

What aspects of student achievement seem to be valued most throughout these standards?

---

---

---

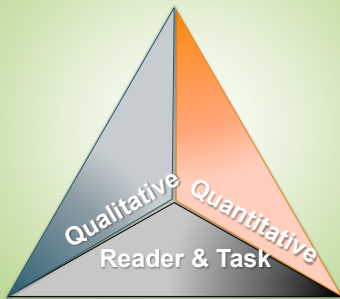
---

---

---

---

### Leading the Discussion: Reader and Task & Text Complexity



---

---

---

---

---


---

---

### Teachers and The Reader Variable

How Can Teachers Influence These Variables?

- Background Knowledge
- Motivation
- Experience



---

---

---

---

---

---

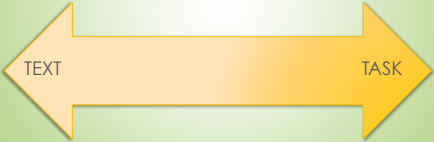
---

---

### It's Still about the Text/Task

Tier I Teaching to the Match

- Frontload Background Knowledge
- School Life/Real Life—The Argumentation Connection



---

---

---

---

---

---

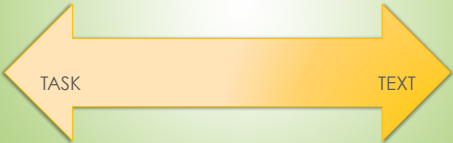
---

---

### It's Still about the Text/Task

Tier I Teaching to the Match

- Frontload Background Knowledge
- School Life/Real Life!



---

---

---

---

---

---

---

---

### More Non-fiction

Grades 3-5

**50%** Literature **50%** Informational.

Grades 6-12

**45%** Literature **55%** Informational  
(More literary non-fiction, particularly texts build on informational text structures rather than literary non-fiction that are structured as stories such as memoirs or biographies.)

**Texts must be worthy of close reading.**

---

---

---

---

---

---

---

### Literature versus Informational Texts

Think about grade and subjects levels, not ELA classes and reading blocks

Slight shift toward more literary non-fiction in ELA classes



Big shift toward more text school-wide

---

---

---

---

---

---

---

### Scaffold Complexity-Don't Avoid It

Lots of opportunities for close reading of short texts at or beyond the grade level.

Access to lots of accessible texts and time to choose and read them—Increasing # of pages is essential to increasing reading ability.

Productive struggle with independent reading.

Challenge students to make claims and support with evidence from the text.

---

---

---

---

---

---

---

**CCSS Implementation at Your School**

**Reflection:**  
REFLECTION:

How might this change the focus or methods in your teacher preparation courses or professional development?

---

---

---

---

---

---

---

**What will assessment look like in the CCSS era?**

---

---

---

---

---

---

---

**How to Reach Me:**

 Email: [Katie@KatherineMcKnight.com](mailto:Katie@KatherineMcKnight.com)

 Website: [www.KatherineMcKnight.com](http://www.KatherineMcKnight.com)

 Twitter: [@literacyworld](https://twitter.com/literacyworld)

 Facebook: [Katie McKnight Literacy](https://www.facebook.com/KatieMcKnightLiteracy)

For more materials and updated powerpoint, see my blog at [www.KatherineMcKnight.com](http://www.KatherineMcKnight.com)

---

---

---

---

---

---

---