

**C 1 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
- All of the powerpoints and handouts for my sessions can be downloaded here:
- www.katherinemcknight.com

What do you know or want to know about CCSS?



Use post-its to complete a K-W-Now What?
Stick them on the chart papers.
I know, I know, but it is kind of helpful for me to get a sense of the room ©

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?

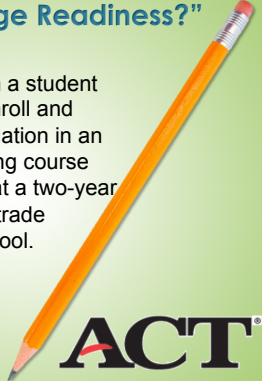
Students are not **reading** at levels sufficient for college and career readiness in content areas.

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.

The ACT logo is positioned at the bottom right of the slide, featuring the letters 'ACT' in a bold, black, serif font. To the left of the logo is a large, orange pencil pointing upwards and to the right.

Who Should be Worried about "College Readiness?"

A photograph of a large, diverse crowd of people, including men, women, and children of various ethnicities, looking towards the camera.

College readiness IS for EVERY ONE!

What We Know So Far

New Standards

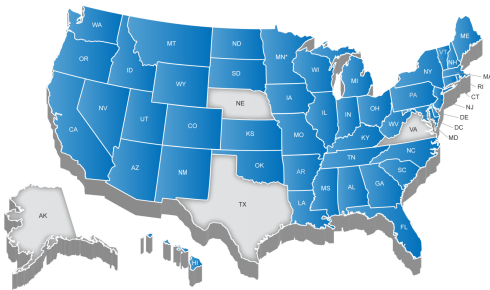
New Assessments

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

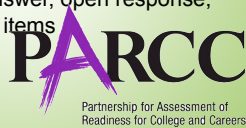


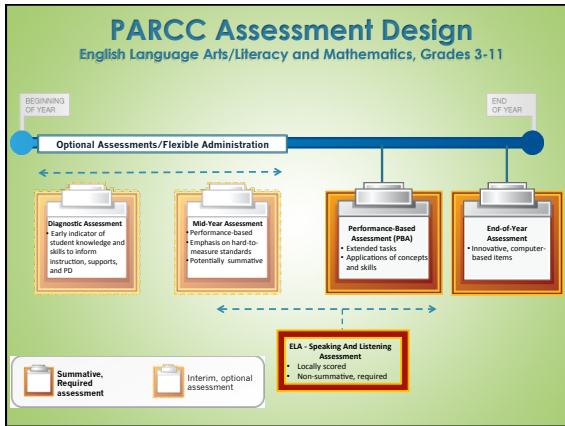
Minnesota adopted the CCSS in ELA/literacy only

PARCC Partnership for Assessment of Readiness for College and Careers

An alliance of made up of states representing half of the country working to develop a common set of K-12 assessments in English and Math (Beginning in 2014)

PARCC Assessment System will include: Multiple-choice, short answer, open response, and performance based items





PARCC Assessment System

PARCC's computer-based assessments will:

- Produce real-time snapshots of students' knowledge.
- Give parents, students and teachers the ability to adjust accordingly rather than waiting until the end of the school year when it's too late to make changes.

PARCC assessments will be scored:

- By a combination of artificial intelligence (AI) and human scoring.
- States will individually determine the extent to which teachers will be involved in scoring.

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



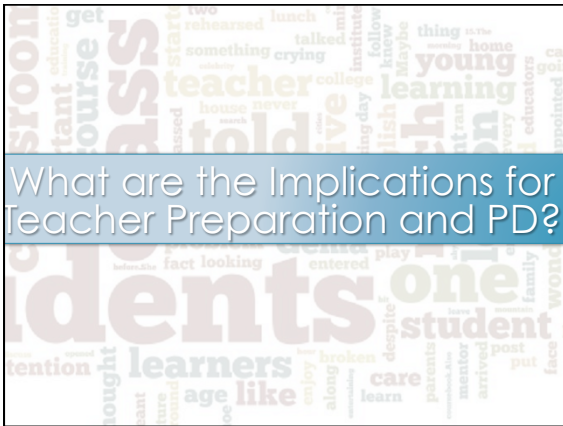
Complete Tracking Activity (20-30 minutes)

What variables are used to increase rigor?

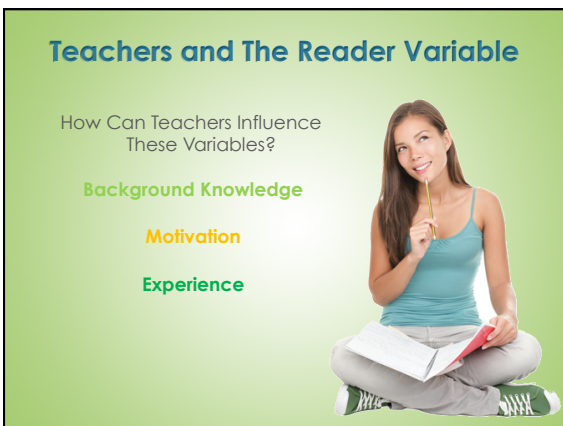
Tracking a Spiraling Standard

Reflection:
REFLECTION:

What aspects of literacy seems to be valued most throughout these standards?





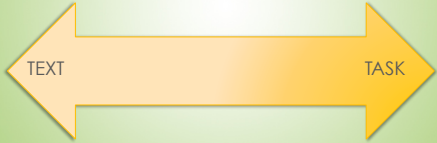


It's Still about the Text/Task

Tier I Teaching to the Match

Frontload Background Knowledge

School Life/Real Life—The Argumentation Connection

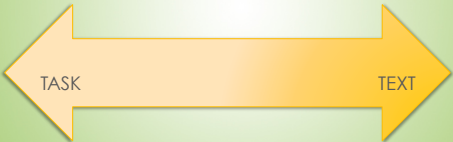


It's Still about the Text/Task

Tier I Teaching to the Match

Frontload Background Knowledge

School Life/Real Life!




Implications for Instruction

Shift focus from literacy instruction to center on careful examination of text.

Text selection: complexity, genre, and quality

Task selection: rigorous tasks



Source: CARRIE HEATH PHILLIPS, COUNCIL OF CHIEF STATE SCHOOL OFFICERS
CARRIEHEATHPHILLIPS.ORG

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.

Application:
Instructional Leadership in the Common Core Era

Collaborate with teacher candidates and teachers to examine threads of the common core standards as it develops over grade levels

Collaborate with teacher candidates and teachers to examine texts through the common core qualitative lens and use more text in instruction

Collaborate with teacher candidates and teachers to incorporate elements of argument and other rigorous activities into the selection of texts and tasks


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

 Website: 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
