

## Common Core State Standards

The Common Core State Standards are designed to enhance and improve student learning. The CCSS have greater focus, clarity, and rigor than previous standards and are designed to identify the knowledge and skills young people will need for college and career success. This includes an emphasis on connecting content to relevant real-world applications. The standards have been benchmarked to national and international standards, ensuring a future U.S. workforce that can compete in the global economy.

The new standard emphasizes effective and relevant 21st-century skills, both conceptual and reasoning skills. The CCSS build knowledge from grade to grade, enabling students to master important concepts before moving on to others.

The standards are designed to be flexible. The CCSS describe the knowledge, skills, and practices of students prepared for college and career. Decision about curriculum, instructional materials, and textbooks are left to local decision makers who know their students best.

The CCSS were developed through a state-led initiative, spearheaded by Governor and School Chief, in

collaboration with teachers, school administrators, college faculty, parents, and education experts. The bill on the education foundation laid across all states. Today, more than 45 states and the District of Columbia have adopted the Common Core Standards.

Oregon school districts are currently implementing the new standard, building on the good work that has been going on in our schools over the past several years to improve student opportunities and outcomes.

To prepare teachers and school administrators, the state has offered a range of training initiatives and has adopted a train-the-trainer model to make broader reach possible. Educators across the state have been immersed in seminars, in-person workshops, and school-based discussions on the new standards. The goal is to implement the new standard successfully.





Score provide den , paren , and each other in high school and career readiness early enough to address the need and provide extra support where needed.

Oregon is ahead of most schools in the nation, as it has already moved online, adapted a variety of learning environments for a number of years. Computer-based learning environments are more efficient, innovative, and engaging and help provide each other and parents with better information about their children.

The new standard and assessment will allow Oregon to compare student performance not only across schools and districts statewide, but also to other states using the new assessment. This will allow us to see, for the first time, how prepared our students are to compete with their peers from around the country.

The new assessment is designed to provide accurate measures of achievement and growth for all students, including those with disabilities and English language learners. Online assessment can address social, cultural, and physical access barriers for students with disabilities, while also enabling them to take the assessment in their own language. English language learners will be able to demonstrate knowledge in their own language (e.g., math, science, and social science), regardless of their level of proficiency in English. This will provide the accessibility needed for accurate results.

Because CCSS is a state-led initiative, most states across the country choose to join one

Being college ready means being able to succeed in introductory or core academic courses in a field of study that is challenging and transferable. In English Language Arts / Literacy, this means demonstrating reading, writing, listening, and research skills, as well as a knowledge of specific subject areas needed for enrollment in English and composition courses. In Math, this means demonstrating foundational knowledge and quantitative reasoning skills, along with specific subject area knowledge (like Algebra) needed for enrollment in math and scientific courses.



SAMPLE ITEM

Following is the beginning of a story that a student is writing for class. The story needs more details and an ending. Read the beginning of the story and then complete the task that follows.

**Oliver's Big Splash**

Oliver was a dog that lived in a small town near a lake. He loved to play outside. Oliver liked to play fetch, but his favorite thing to do was to chase leaves. He loved chasing leaves so much that his favorite time of year was fall when the leaves fell off the trees.

One beautiful fall day, Oliver and his owner, Jeff, went for a walk around the lake. They were enjoying the sunshine and the lake when suddenly a dragonfly flew past. For a moment, Oliver forgot where he and Jeff were and what they were doing. All of a sudden there was a big splash.

Write an ending for the story by adding details to tell what happens next.



SAMPLE ITEM

A set contains the numbers 0, 5, 10, and 12. Two different numbers are selected randomly from this set. What is the probability that each of the given events will occur?

- A. Probability that the sum is greater than 11 = \_\_\_\_\_
- B. Probability that the product is 0 = \_\_\_\_\_



The following excerpt is from a writer's draft of a narrative. Read the excerpt. Then rewrite it, revising it to correct errors.

SAMPLE ITEM

I had no idea what to expect when I walked into the arena. There were people everywhere, most of them clad in brightly colored jerseys with different players' names on the back of them. There were some names I couldn't even pronounce. Me and my friend made our way to the corridor that led to the ice rink. The minute I stepped through the doorway, I could feel a rush of cold air hit my face. I could actually smell the ice! I never thought ice had a smell, but it really does. The next thing I noticed was the size, of the ice rink. There were lines and circles painted all over it, and I knew immediately I couldn't understand the rules. We found our seats, and it wasn't long before the game started. We sat so close to the action that I felt as if I was right in the middle of it, the action was so intense it was hard to follow the puck, keep an eye on the players, and to figure out which team was ahead. When the home team scored a goal. The entire arena erupted with cheering that was so loud, I bet it was heard across town. By the end of the game, I felt so many emotions: delight, disappointment, fear, and excitement. Mostly, though, I felt a sense of the athletes who played this game. They are much more tougher than I ever expected. I suspect others new to hockey will be as impressed as me by this fast, interesting game.

Now rewrite the excerpt, revising it to correct errors. :



This is a brand new, more rigorous set of standards that have a few changes. Therefore, it is not possible to directly compare new core standards with previous OAKS core standards.

Whether children being taught and having men measuring his or her mother of the content are changing. The changes are designed to make it more rigorous and more relevant and capture a deeper picture of student growth and achievement.

When we raise the bar, initially student achievement scores are generally lower than on the previous standard. This does not mean our students are doing worse in school; it simply means that we are asking more of our students to be better prepared for life after high school. When we have raised the expectations in the past, we have generally seen an initial drop in the percentage of students meeting the standard. However, the long-term decline generally improves for each student and our students become more familiar with the standard and better equipped to meet the challenge they present.

Be informed about how prepared our students are for future success means that we can be better prepared and informed, get the feedback, or personally in rigorous to be better individualized need. If a student does not meet the standard, parents can work with the school to develop a personalized improvement plan, which might include things like remediation, summer courses, tutoring, or adjustments to the level of rigor.

At the high school level, Oregon students will continue to have multiple ways in which to meet the Essential Skills graduation requirements. Failing to meet the standard on the assessment means that students will not mean a student fails to graduate, provided the student can demonstrate a proficiency level of proficiency on another national exam (ACT, SAT, etc.) or on a locally developed work sample.

In addition to making sure we have rigorous and relevant standards of rigor in the classroom, we need to make sure we have a rigorous and well-trained teacher and have a well-trained administrator. Oregon is implementing a new teacher evaluation system to help make sure we have all teachers and administrators are receiving meaningful feedback and professional development so they can provide the best possible instruction and educational leadership. For more on Oregon's Educator Effectiveness Effort, go to: <http://www.ode.state.or.us/edeffectiveness>.

The state release School and District Report Card each October, and student performance and growth demonstrated on assessments are a major component of the rating school receives. Once Oregon begins implementing the Common Core State Standards in 2014-15, the Report Card will reflect student performance on the new tests.

The School and District Report Card released in October 2013 looks significantly different from the Report Card in the past. The Report Card is redesigned based on input from parents, community members, and educators. New information has been added to be better reflect each school's story, and parents can explore the Report Card to explore how their local school are doing in a range of areas.

Oregon is one of a number of states that have received aid from the U.S. Department of Education from some of the mandates of the No Child Left Behind Act. The redesign of the Report Card and the improved educational system are part of that aid. This federal eligibility has allowed Oregon to create a more robust system that has been met the need of our schools and communities.

Schools are still accountable for student performance, but factors such as student growth and how much learning occurs from year to year are also an important piece of our new accountability system.



Discuss the new standard and ask your children for their thoughts. Try to address any questions or concerns your child may have.

With an older child, explain how the new standard was created to help him or her better prepare for college and career.

Explain to your child how the work will initially be more challenging. Tell your child

how to have high expectations and how to ask for help when needed.

Support your child by providing a quiet, comfortable place to do homework and practice skills. Read together (parental involvement) and find a good time for reading, and encourage practice in daily life.

Help make learning fun!

Become familiar with the Common Core State Standards.

Explore practice resources through an interactive online platform:

<http://www.marerbalanced.org/pilot-e/>

Read all comments from teachers, principals, and report cards. Ask your teacher to explain anything that is unclear and discuss how you can be involved together to address comments.

Monitor your child's progress. If your child needs extra help or wants to learn more about a subject, work with his or her teacher to identify opportunities for tutoring, after-school clubs, or other resources.

Do not judge your child based on a single test score. Tests are not perfect measures of what a child can do. There are many other factors that might influence a test score. For example, a child can be affected by the atmosphere or the child's feeling on the day of the particular classroom setting.

Meet with your child's teacher as often as possible to discuss his or her progress. Ask for advice on how to help support his or her learning and improve proficiency.

## A

For a more detailed look at how CCSS means each grade level, visit:

[http://www.oregon.gov/education/pa/parent\\_guide/](http://www.oregon.gov/education/pa/parent_guide/)

For more information on the Smarter Balanced Consortium, which Oregon is a member,

visit: <http://www.marerbalanced.org/>

For more on Common Core in Oregon, visit:

- <http://www.ode.state.or.us/go/commoncore>
- <http://www.cgc.org/Page/244>

