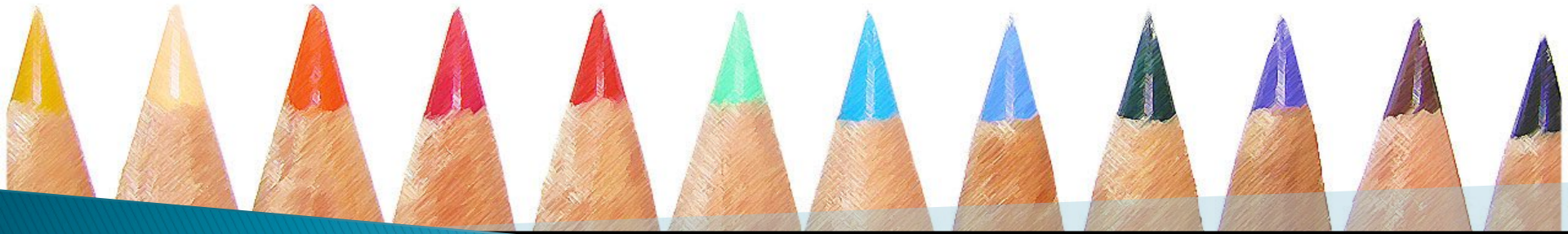




PA Common Core Standards:

What are They and How Will They
Impact Education at OASD?



History of Academic Standards in PA

- **1990's:** Began implementing standards-based education
- **1999:** Adopted Standards for Mathematics, Reading, Writing, Speaking and Listening.
- **2002–2006:** Adopted additional standards in other content areas and revised the original Math and Reading, Writing, Speaking and Listening standards.
- **July 1, 2010—**Adopted improved standards in math and English Language Arts (ELA) to replace those adopted in 1999. These were based off the Common Core Initiative.

What is Common Core?

- Multi-state effort that began in 2004
- Became a formal effort coordinated by the NGA and CCSSO (including the PA Secretary of Education)
- Standards developed in collaboration with state officials, teachers, parents across the country to develop model standards in math and English for states to consider using.



Common Core State Standards

- The Common Core standards provide:
 - Clear and consistent standards for all states to consider when developing state-specific standards for math and English;
 - Evidence-based rigorous content;
 - Standards aligned with college and career readiness.

No state is required by federal law to adopt Common Core.

Why Common Core?



What is Pennsylvania Common Core?



- Based on Common Core, but tailored to meet our state-specific needs
- More rigorous than previous state standards
- Fewer, clearer standards that require students to have depth of knowledge and increased critical thinking.

What are the curriculum and assessment implications for our students?

- Revised math and ELA curricula aligned to PA Common Core
- New PSSA tests in grades 3–8
 - Math 3–8 beginning 2015 (previously 2014)
 - ELA 3–8 beginning 2015 (previously 2014)
 - Elimination of PSSA Writing in grades 5 and 8

**Keystone Exams in Algebra I, Biology and Literature—class of 2017 must pass in order to graduate.

On the political front...

- *Several delays:*
 - *Timeline for implementing revised PSSA tests in grades 3–5 has changed. (from 2014 to 2015)*
 - *July 1 implementation of PA Common Core delayed on May 20, 2013 for « minor modifications » to the regulations governing the standards and the Keystone Exams.*
 - *School districts have been instructed to continue curriculum revisions and implementation of PA Common Core Standards as planned.*

Begin with the end in mind...



Why the need to change how we assess?

PA Common Core Implications for English Language Arts



CLOSE READING

- ▶ The Common Core State Standards for reading strongly focus on students gathering evidence, knowledge, and insight from what they read.
- ▶ 80–90% of the Reading Standards in each grade require text dependent analysis.



Major Shift: Text-dependent questions

- ▶ Far longer amounts of classroom time spent on text worth reading and rereading carefully
- ▶ Base answers on what has been read, not opinions or experience

Recent study found that 80% of the questions students were asked when they are reading are answerable without direct reference to the text itself .

Bringing the Common Core to Life" David Coleman · Founder, Student Achievement Partners
Chancellors Hall · State Education Building · Albany, NY
April 28, 2011

Grade 7 Analytical Prose Constructed-Response Item #1

Based on the information in the text “Biography of Amelia Earhart,” write an essay that summarizes and explains the challenges Earhart faced throughout her life.

Remember to use textual evidence to support your ideas.

Grade 7 Prose Constructed-Response Item #2

You have read three texts describing Amelia Earhart. All three include the claim that Earhart was a brave, courageous person. The three texts are:

- “Biography of Amelia Earhart”
- “Earhart's Final Resting Place Believed Found”
- “Amelia Earhart’s Life and Disappearance”

Consider the argument each author uses to demonstrate Earhart’s bravery.

Write an essay that analyzes the strength of the arguments about Earhart’s bravery in at least two of the texts. Remember to use textual evidence to support your ideas.

Literary Analysis Task (Grade 10):

Ovid's "Daedalus and Icarus" and
Sexton's "To a Friend Whose Work
Has Come to Triumph"



Grade 10 Evidence-Based Selected-Response Item

- ▶ Part A
- ▶ Which of the following sentences best states an important theme about human behavior as described in Ovid’s “Daedalus and Icarus”?
- ▶ Striving to achieve one’s dreams is a worthwhile endeavor.
- ▶ The thoughtlessness of youth can have tragic results.*
- ▶ Imagination and creativity bring their own rewards.
- ▶ Everyone should learn from his or her mistakes.

Part B

Select three pieces of evidence from Ovid's "Daedalus and Icarus" that support the answer to Part A.

- a. "and by his playfulness retard the work/his anxious father planned" (lines 310-311)*
- b. "But when at last/the father finished it, he poised himself" (lines 312-313)
- c. "he fitted on his son the plumed wings/ with trembling hands, while down his withered cheeks/the tears were falling" (lines 327-329)
- d. "Proud of his success/the foolish Icarus forsook his guide" (lines 348-349)*
- e. "and, bold in vanity, began to soar/rising above his wings to touch the skies" (lines 350-351)*
- f. "and as the years went by the gifted youth/began to rival his instructor's art" (lines 376-377)
- g. "Wherefore Daedalus/enraged and envious, sought to slay the youth" (lines 384-385)
- h. "The Partridge hides/in shaded places by the leafy trees...for it is mindful of its former fall" (lines 395-396, 399)

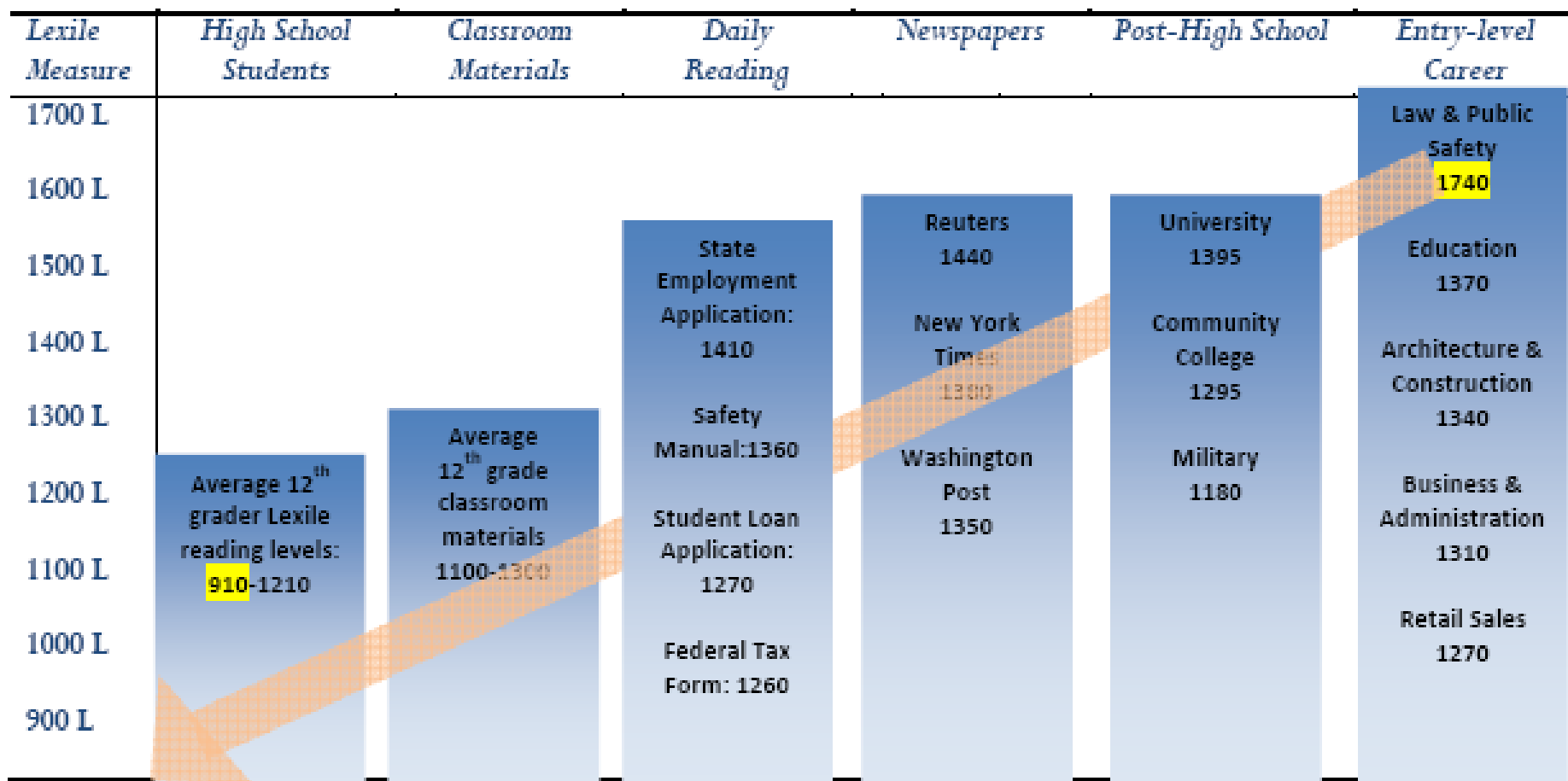
Grade 10 Prose Constructed-Response Item

Use what you have learned from reading “Daedalus and Icarus” by Ovid and “To a Friend Whose Work Has Come to Triumph” by Anne Sexton to **write an essay that provides an analysis of how Sexton transforms Daedalus and Icarus.**

As a starting point, you may want to consider what is emphasized, absent, or different in the two texts, but feel free to develop your own focus for analysis.

Develop your essay by providing textual evidence from both texts. Be sure to follow the conventions of standard English.

Preparing our Students for College & Career



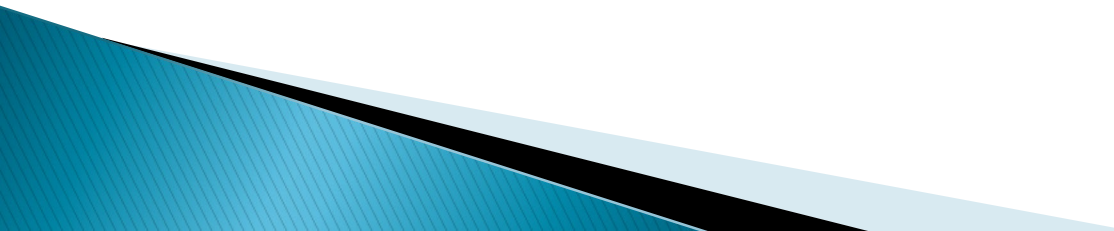
Lexile[®] levels today and with Common Core – Rigor increased 2–3 Grade Levels

Grade	Historical Text Measures	2012 CCSS Text Measures*
1	230L to 420L	190L to 530L
2	450L to 570L	420L to 650L
3	600L to 730L	520L to 820L
4	640L to 780L	740L to 940L
5	730L to 850L	830L to 1010L
6	860L to 920L	920L to 1070L
7	880L to 960L	970L to 1120L
8	900L to 1010L	1010L to 1190L
9	960L to 1110L	1050L to 1260L
10	920L to 1120L	1080L to 1340L
11 and 12	1070L to 1220L	1180L to 1390L

PA Common Core Implications for Mathematics



Solid Conceptual Understanding

- ✓ Teach more than “how to get the answer” and instead support students’ ability to **access concepts from a number of perspectives**
 - ✓ **Conceptual understanding supports the other aspects of rigor** (fluency and application)
- 

Standards for Mathematical Practice in a Classroom

Traditional U.S. Problem

Which fraction is closer to 1:
 $4/5$ or $5/4$?

Same Problem with SMP integration

Which number is closer to 1: $4/5$ or $5/4$. Using a number line, explain why this is so.

(Daro, Feb 2011)

Standards for Mathematical Practice in a Classroom

McDonald's Claim (Is it True or False?)

Wikipedia reports that 8% of all Americans eat at McDonalds every day. In the US, there are approximately 310 million Americans and 12,800 McDonalds. The average McDonald's store can serve 1,500 people a day.

Do you believe the Wikipedia report to be true? Using mathematical evidence, defend your position.

Is your position a fact, an opinion, or an estimation?

(Briars, Feb 2011)

Shallow testing of place values concepts means that shallow teaching of them is rewarded.

Name: _____

Hundreds, Tens and Ones

a. 234 = _____ hundreds, _____ tens, _____ ones

b. 809 = _____ hundreds, _____ tens, _____ ones

c. 571 = _____ hundreds, _____ tens, _____ ones

d. 160 = _____ hundreds, _____ tens, _____ ones

e. 67 = _____ hundreds, _____ tens, _____ ones

f. _____ = 3 hundreds, 4 tens, 8 ones

g. _____ = 6 hundreds, 0 tens, 2 ones

h. _____ = 0 hundreds, 0 tens, 5 ones

i. _____ = 0 hundreds, 7 tens, 0 ones

j. _____ = 9 hundreds, 9 tens, 9 ones



5) 5 hundreds _____

6) $106 = \underline{1}$ hundred + _____ tens + _____ ones

7) $106 =$ _____ tens + _____ ones

8) $106 =$ _____ ones

9) $90 + 300 + 4 =$ _____

Are these comparisons true or false?

10) $2 \text{ hundreds} + 3 \text{ ones} > 5 \text{ tens} + 9 \text{ ones}$

11) $9 \text{ tens} + 2 \text{ hundreds} + 4 \text{ ones} < 924$

Problem: The Teacher-centered Classroom

“School in the United States appears to be where the relatively young go to watch the relatively old work.”



How Does OASD Measure Up to PA Common Core?

▶ Essential Questions:

- What can we do to improve our standardized test scores?
- How can we increase student engagement, critical thinking and problem solving ability K-12?
- How can we create K-12 pathways for our students to college and career readiness?





Consistent and Pervasive



Continuous Improvement



The Balanced Achievement Model: LEARNING FOCUSED SCHOOLS





CHANGE IS NECESSARY TO REACH OUR GOALS >>>

AND SUSTAINABLE CHANGE TAKES TIME FOR
IT IS A PROCESS

Quality Education for All Students

Final Thoughts on Common Core Standards from Grant Wiggins, a nationally recognized assessment expert who has been working in assessment reform for more than twenty-five years.





QUESTIONS

