

Why Common Core?

The Common Core State Standards (CCSS) is a state-led effort coordinated by the National Governors Association and the Council of Chief State School Officers (CCSSO).

PREPARATION: The standards were backwards planned from expectations of higher education and career partners. They promote the use of Mathematics and Literacy in other subjects and in daily life.

COMPETITION: The standards are internationally benchmarked, ensuring our students are globally competitive.

EQUITY: Expectations are consistent for all and not dependent on where a child lives or goes to school.

CLARITY:

- Focus - fewer concepts at each grade level at a greater degree of mastery
- Coherent - a solid foundation and new understandings for students through connections to learning across grade levels

COLLABORATION: The standards allow for collaborative work across states toward increasing student achievement.



Next Generation Assessments

[What is Smarter Balanced Assessment Consortium?](#)

Smarter Balanced is an assessment consortium of 26 states who have adopted the Common Core State Standards.

[Why an Assessment Consortium?](#)

Working together with other states who have adopted Common Core to develop new tools to monitor student progress is smarter and cheaper.

[What will be different from current CA State Testing?](#)

- Measures achievement and growth in English-Language Arts/Literacy and Mathematics in grades 3-8 and high school
- Administered online in an interactive, adaptive format
- Assessment items include questions and performance tasks to measure critical thinking and problem solving skills
- Assessment system is linked to international benchmarks
- The online system will provide clear and timely feedback on student achievement and progress

PROJECTED TIMELINE

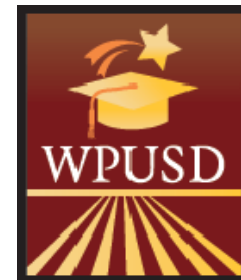
[2013-2014:](#) Transition to CA Common Core State Standards and pilot items, if available

[2014-2015:](#) Implement Smarter Balanced Assessments

***All underlined text is a link to resources at home.
Push Ctrl and click to open link**

California's Common Core State Standards: A Parent's Guide

WESTERN PLACER
UNIFIED SCHOOL DISTRICT



“Working together to provide a comprehensive, systematic, rigorous and relevant education to all students in Placer County”

PCOE
GOLD IN EDUCATION

Gayle Garbolino-Mojica
County Superintendent of Schools

Mathematics

- Conceptual Development
- Fluency with Core Skills
- Meaningful Learning

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

STANDARDS FOR MATHEMATICAL CONTENT:

- **K-5:** Develop a strong concrete to conceptual foundation in number and operations, including fractions and decimals
- **6-8:** Develop robust understanding of algebra, geometry, probability, and statistics
- **High School:** Apply mathematics and mathematical ways of thinking in novel situations, as college students and employees are regularly called upon to do

HELPFUL LINKS IN MATH:

What Can I do at Home?

- [Math At Home – English](#)
- [Math At Home – Spanish](#)

Ways to build math skills at home

- <http://www.greatschools.org/students/homework-help/349-simple-ways-to-build-math-skills-at-home.gs>

[The Common Core State Standards for Mathematics \(CCSSM\)](#) [What Every Parent Should Know](#)

2-PAGE AND 4 PAGE PARENT GUIDES (BY GRADE LEVEL)

- <http://pta.org/parents/content.cfm?ItemNumber=2583>

ROADMAPS FOR THE COMMON CORE STATE STANDARDS (BY GRADE LEVEL)

- <http://www.cgcs.org/Page/244>

HELPFUL LINKS IN ELA:

2-PAGE AND 4 PAGE PARENT GUIDES (BY GRADE LEVEL)

- <http://www.pta.org/parents/content.cfm?ItemNumber=2910>

ROADMAPS FOR THE COMMON CORE STATE STANDARDS (BY GRADE LEVEL)

- <http://www.cgcs.org/Page/328>

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English Language Arts

READING:

- A progressive development of reading comprehension ensures students gain more from what they read
- An emphasis on text complexity and sophistication in grade level text promotes necessary rigor

WRITING:

- Focuses on composing different types of writing:
 - Argumentative/opinion pieces
 - Informative/explanatory writings
 - Narrative texts
 - Research projects (brief as well as sustained inquiry)
- Infuses technology in creation, refinement, and collaboration in writing

SPEAKING AND LISTENING:

- Focuses on *speaking and listening* in a range of settings, both formal and informal-academic, small-group, whole-class discussions
- Focus on evidence based conversations around text
- Requires interpretation and analysis of message as presented through oral, visual, and multimodal formats

LANGUAGE:

- Includes conventions for writing and speaking
- Highlights the importance of *vocabulary acquisition* through a mix of conversation, direct instruction, and reading
- Requires vocabulary to be addressed in context of reading, writing, speaking, and listening