



Common Core ????

Milne-Kelvin School District

Dr. Donna McCaw

dsmccaw@gmail.com

What IS the Common Core?

1,000,000 more jobs than students by 2020

Illinois State Facts *

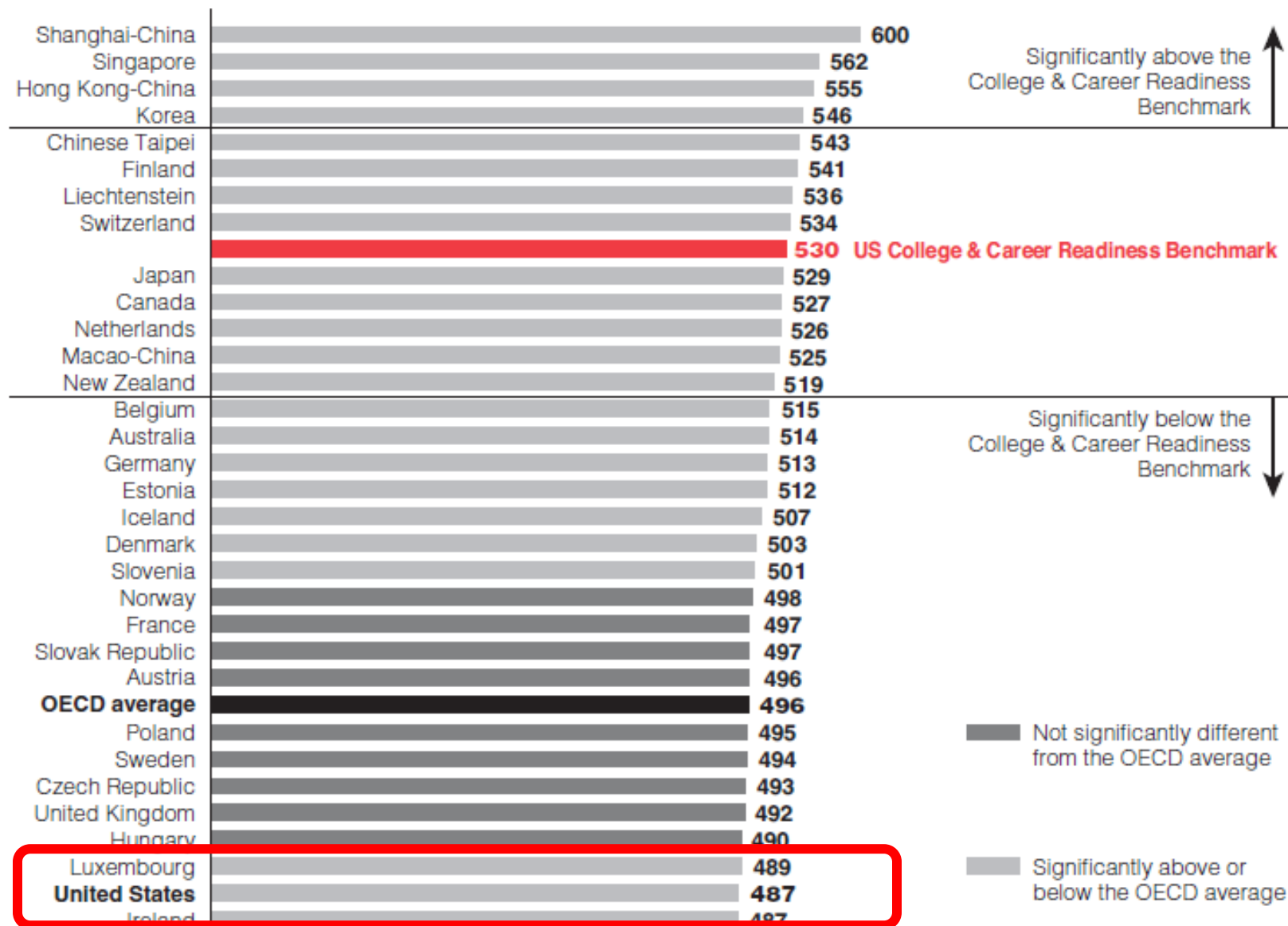


- **25,691** open computing jobs
(growing at **5.1x** the state average)
- **2,691** computer science graduates
- **132** schools teach computer science
- Download **IL fact-sheet**

* Sources: The Conference Board, National Science Foundation, Code.org. More info.

jobs are growing at 2x the
national average.

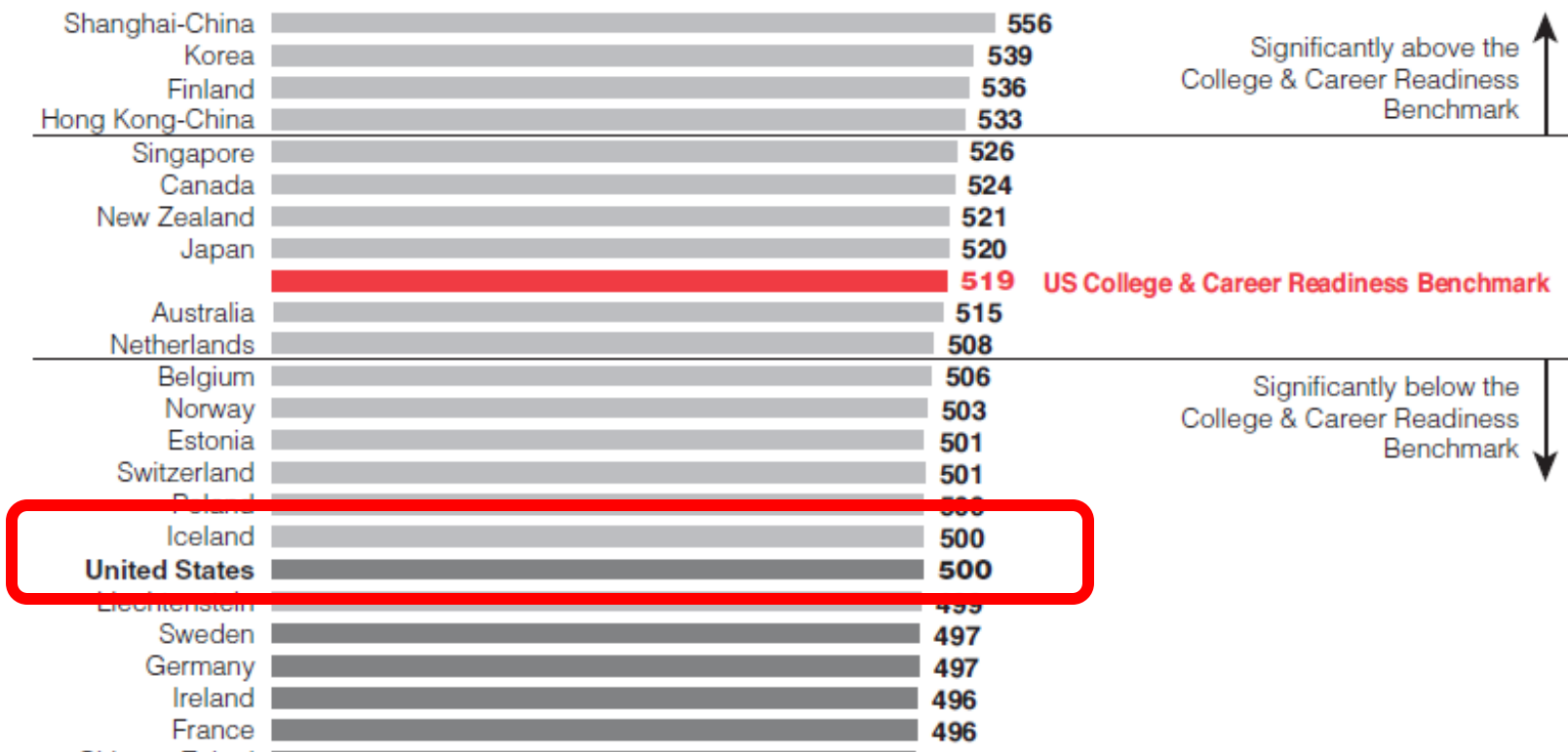
Tenth-Grade College and Career Readiness Performance Benchmark in Mathematics Compared to the Performance of Countries on PISA 2009 Mathematics



How high the Mountain...

FIGURE 1

Tenth-Grade College and Career Readiness Performance Benchmark in Reading
Compared to the Performance of Countries on PISA 2009 Reading



the 8th grade US students fall to just slightly above average (509 versus the TIMSS average score of 500). Worse, there is virtually no change in 8th-grade US student performance on this test since 2007.

Average math scores, 8th grade (57 countries and education systems)

Korea, Republic of 613

Singapore 611

Chinese Taipei 609

Hong Kong 586

Japan 570

Massachusetts 561

Russia 539

Connecticut 518

Florida 513

US average 509

TIMSS scale ave. 500

Looking at some of the states that participated in TIMSS, we can see that [*a **Globe** from page headline this week*](#) was justified in noting that Massachusetts pupils buck the national trend. [*On both 4th-grade but more importantly on 8th-grade math*](#)

NATION

PREPARED

Percentage of 2012 high school graduates who achieved the ACT's college readiness benchmarks:

English **67%**

Reading **52%**

Math **46%**

Science **31%**

Percentage of 2012 high school graduates who achieved the SAT's college readiness benchmarks:

Critical reading **49%**

Math **55%**

Writing **45%**

Source ACT, College Board

Skills lacking for college

Reports show grads dip in SAT, ACT scores

Mary Beth Marklein

USA TODAY

More than half of 2012 high school graduates who took a college entrance exam did not have all of the skills they will need to succeed in college, a pair of recent reports conclude.

Findings released Monday by the non-profit College Board show that 57% of 2012 graduating seniors who took the SAT, which it owns, earned a combined score below what it says is necessary to show that students can earn a B-minus or better in the first year of study at a four-year college.

A report released last month by the Iowa City-based ACT found that at least 60% of 2012 high school graduates who took its test are similarly at risk of not succeeding in college.

The tests measure different skills, but colleges that require standard-

ized admissions tests generally accept scores from either test. Among details:

► **SAT.** Average critical reading and writing scores have declined since 2008, to 496 and 488, respectively, while average math scores have remained stable at 514. The highest possible score is 2400. The College Board says students must earn at least a 1550 to succeed in college.

► **ACT.** Reading and English scores have dipped slightly since 2008, to 21.3 and 20.5, respectively, while math and science have increased, to 21.1 and 20.9, respectively. The average composite score is 21.1 out of a possible 36.

Bob Schaeffer, spokesman for Fair-Test, the National Center for Fair & Open Testing, said Monday that the dip in SAT scores shows that high-stakes testing programs such as the federal No Child Left Behind law "have been a colossal failure."

The SAT and ACT reports attribute the relatively flat scores partly to an increasingly diverse pool of students taking their tests. The College Board, for example, reports a 61% increase since 2008 in the number of low-in-

come test takers, based on requests for fee waivers.

College Board Vice President Jim Montoya said Monday that average scores can increase if more students have access to a rigorous college-prep curriculum. "This report is a call to action," Montoya said.

The increased participation also reflects a growing emphasis among states on preparing students for college. Nine states require high school students to take the ACT. Two states require the SAT; a third will require it starting next year.

Moreover, by the 2014-15 academic year, 46 states will have put into place some or all of a set of common core state standards developed by the Council of Chief State School Officers and the National Governors Association Center for Best Practices.

"The expectation will no longer be just to graduate students but to really be preparing students for college," says Chris Minnich, senior membership director of the council. "We don't think every student is going... to college, but we do think students should have the opportunity, have the option."

1997



TODAY



Smell-o-vision

The hip, modern way to enjoy your favorite fragrances from the comfort of your living room!

Live the Fragrant Life!



Clean Laundry!



Fresh Cup of Coffee!



Campfire!



Model shown is the Scent Atomizer 2500.
Scent mixing tank is sold separately.
Remember to follow all assembly instructions. Units are not designed to work with other equipment.

Smell-o-vision is a registered trademark of Digital Scent Systems, Pleasant, New Jersey, U.S.A.



Google

Shopping

Nose ^{Beta}

More



0:45 / 2:02



Introducing Google Nose

What IL is doing to catch up:

- Changed Admin & Teacher Evaluation
- Changed licensure
- Changed preparation program requirements
- Updated English Language Arts (1997)
- Updated Math (1997)
- Adopted Next Generation Science Standards (Jan 23, 2014)



COMMON CORE STATE STANDARDS INITIATIVE

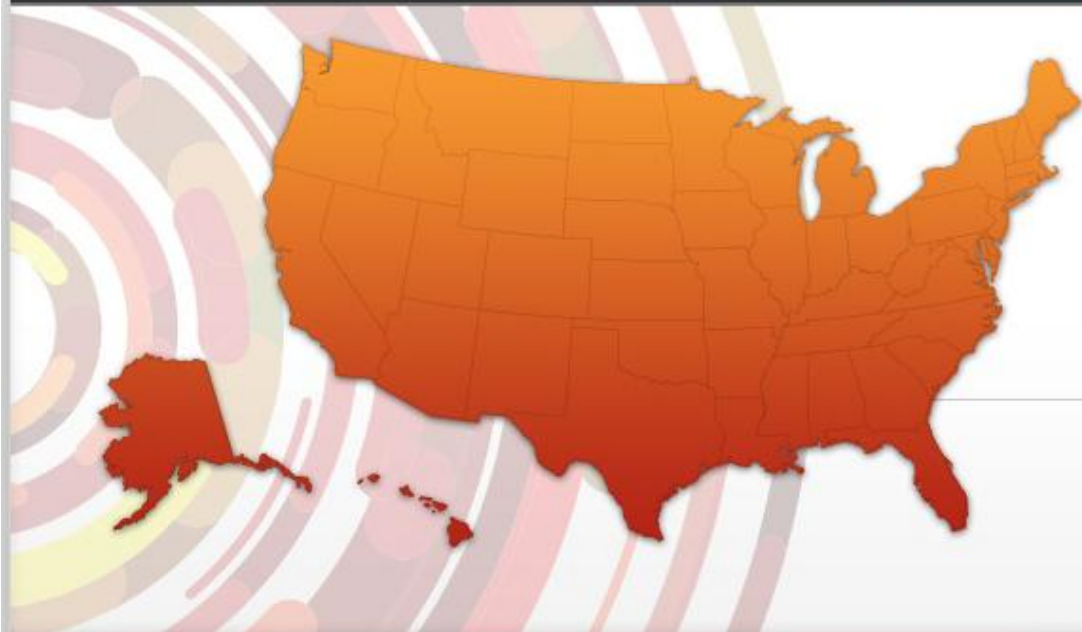
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

Home

The Standards

In the States

Resources



Implementing the Common Core State Standards

[Discover More »](#)

Mission Statement

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be

Common Standards

Building on the excellent foundation of standards states have laid, the Common Core State Standards are the first step in providing our young people with a high-quality education. It should be clear to every

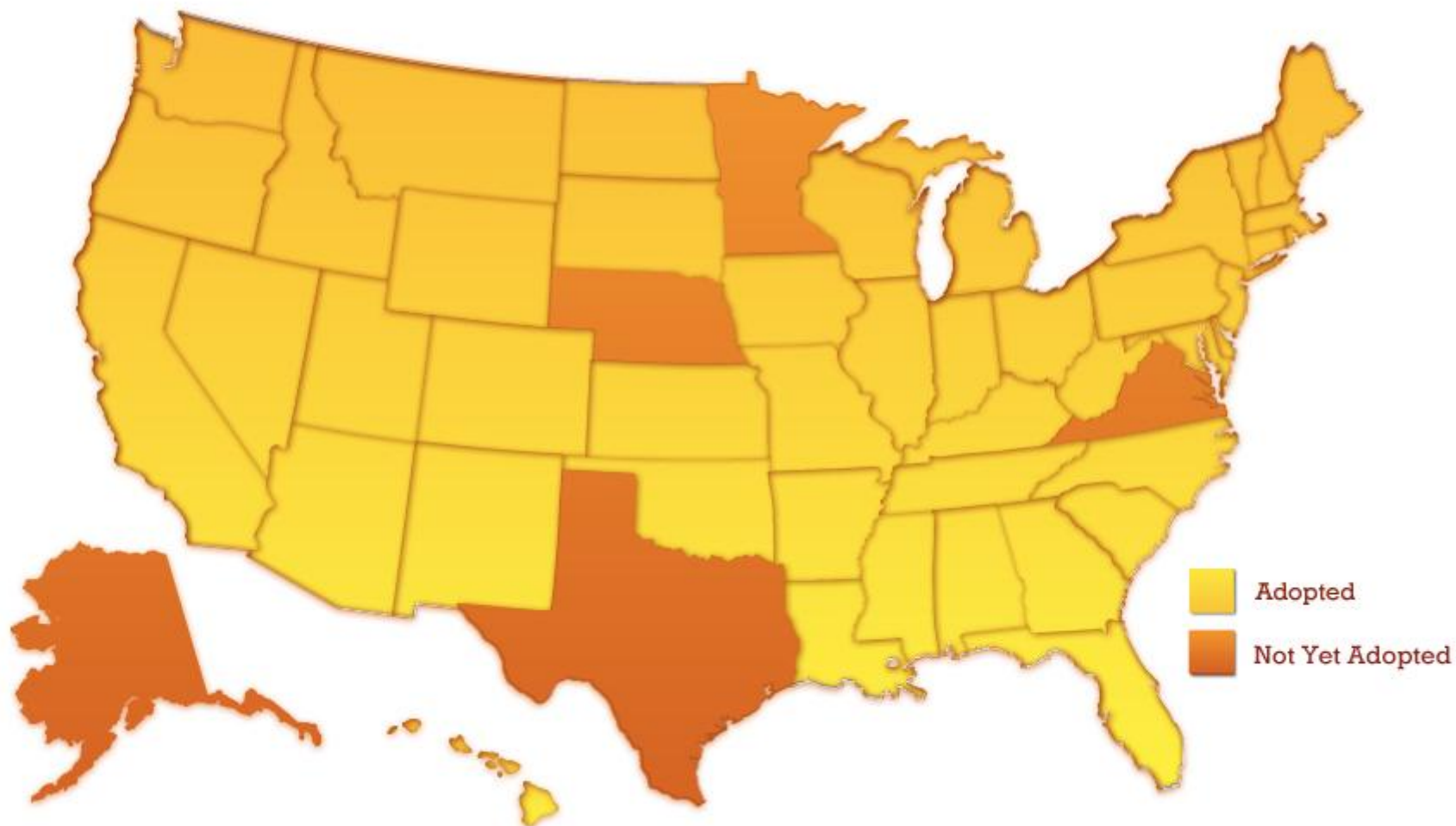
Discover the Common Standards

[Mathematics
Standards](#)



www.corestandards.org

Forty-five states, the District of Columbia, four territories, and the Department of Defense Education Activity have adopted the Common Core State Standards.



The New Illinois Learning Standards for English Language Arts Incorporating the Common Core

College and Career Readiness Skills

Grade	Strand	Standard #	Standard
K-12	W	R.1	CC.K-12.W.R.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
K-12	W	R.2	CC.K-12.W.R.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
K-12	W	R.3	CC.K-12.W.R.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
K-12	W	R.5	CC.K-12.W.R.5 Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
K-12	W	R.6	CC.K-12.W.R.6 Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
K-12	W	R.7	CC.K-12.W.R.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
K-12	W	R.8	CC.K-12.W.R.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
K-12	W	R.9	CC.K-12.W.R.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.
K-12	W	R.10	CC.K-12.W.R.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
			CC.K-12.SI.1 Comprehension and Collaboration: Prepare for and participate effectively in a range of conversations and

Kindergarten Standards

K	R.L	1	CC.K.R.L.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.
K	R.L	2	CC.K.R.L.2 Key Ideas and Details: With prompting and support, retell familiar stories, including key details.
K	R.L	3	CC.K.R.L.3 Key Ideas and Details: With prompting and support, identify characters, settings, and major events in a story.
K	R.L	4	CC.K.R.L.4 Craft and Structure: Ask and answer questions about unknown words in a text.
K	R.L	5	CC.K.R.L.5 Craft and Structure: Recognize common types of texts (e.g., storybooks, poems).
K	R.L	6	CC.K.R.L.6 Craft and Structure: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
K	R.L	7	CC.K.R.L.7 Integration of Knowledge and Ideas: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
K	R.L	9	CC.K.R.L.9 Integration of Knowledge and Ideas: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
K	R.L	10	CC.K.R.L.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.
K	R.I	1	CC.K.R.I.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.
K	R.I	2	CC.K.R.I.2 Key Ideas and Details: With prompting and support, identify the main topic and retell key details of a text.
K	R.I	3	CC.K.R.I.3 Key Ideas and Details: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

K – 8 Domains

Domains	K	1	2	3	4	5	6	7	8
Counting and Cardinality									
Operations and Algebraic Thinking									
Number and Operations in Base Ten									
Measurement and Data									
Geometry									
Number and Operations - Fractions									
Ratios and Proportional Relationships									
The Number System									
Expressions and Equations									
Statistics and Probability									
Functions									

Fluency by Grade¹

Mathematics

Grade	Required Fluency
K	Add and subtract within 5
1	Add and subtract within 10
2	Add/subtract within 20 Add/subtract within 100 (pencil and paper)
3	Multiply/divide within 100 Add/subtract within 1,000
4	Add/subtract within 1,000,000
5	Multi-digit multiplication
6	Multi-digit division Multi-digit decimal operations
7	Solve $px+q=r$, $p(x+q)=r$
8	Solve simple 2×2 systems by inspection

Learning Progression

Standard: Identify the relative position of simple positive fractions, positive mixed numbers, and positive decimals and be able to evaluate the values based on their position on a number line.

Draw a basic
number line
from 0 to 10

Locate simple
whole
numbers on a
number line

Place halves in
fraction form
on a number
line

Locate tenths
in decimal form
on a number
line

Indicate the
approximate
location of
thirds, fourths,
and fifths on a
number line

Identify and
locate the
approximate
location of
decimals in
hundredths on a
number line

Compare
fractions,
decimals and
mixed numbers
by identifying
their relative
position on a
number line



English Language Arts

Examples of Grade-Level Assignments of Literature

Title of Text	Pre CCSS Typical Grade Level	CCSS Suggested Grade Level
Zlateh the Goat and Other Stories	Grade 6	Grades 4 or 5
Tuck Everlasting	Grade 6	Grades 4 or 5
“Casey at the Bat”	Grade 8	Grades 4 or 5
“Eleven”	Grade 10	Grades 6, 7, or 8
The Tragedy of Macbeth	Grade 12	Grades 9 or 10

What the Standards do NOT define:

How teachers should teach

All that can or should be taught

The nature of advanced work beyond the core

The interventions needed for students well below grade level

Everything needed to be college and career ready



PARCC



Partnership for Assessment of
Readiness for College and Careers

Search



PARCC PLACE

CONTACT US

NEWS

Stay informed!

Keep up with what's happening at

Enter your email



Home

About PARCC

The PARCC Assessment

Implementation

In the Classroom

PARCC St

Exciting & Challenging

"It will be challenging but also exciting, as [Common Core and PARCC have] implications for improving curriculum, our assessments, and how we design and deliver them."

— Joseph, Principal

1 2 3



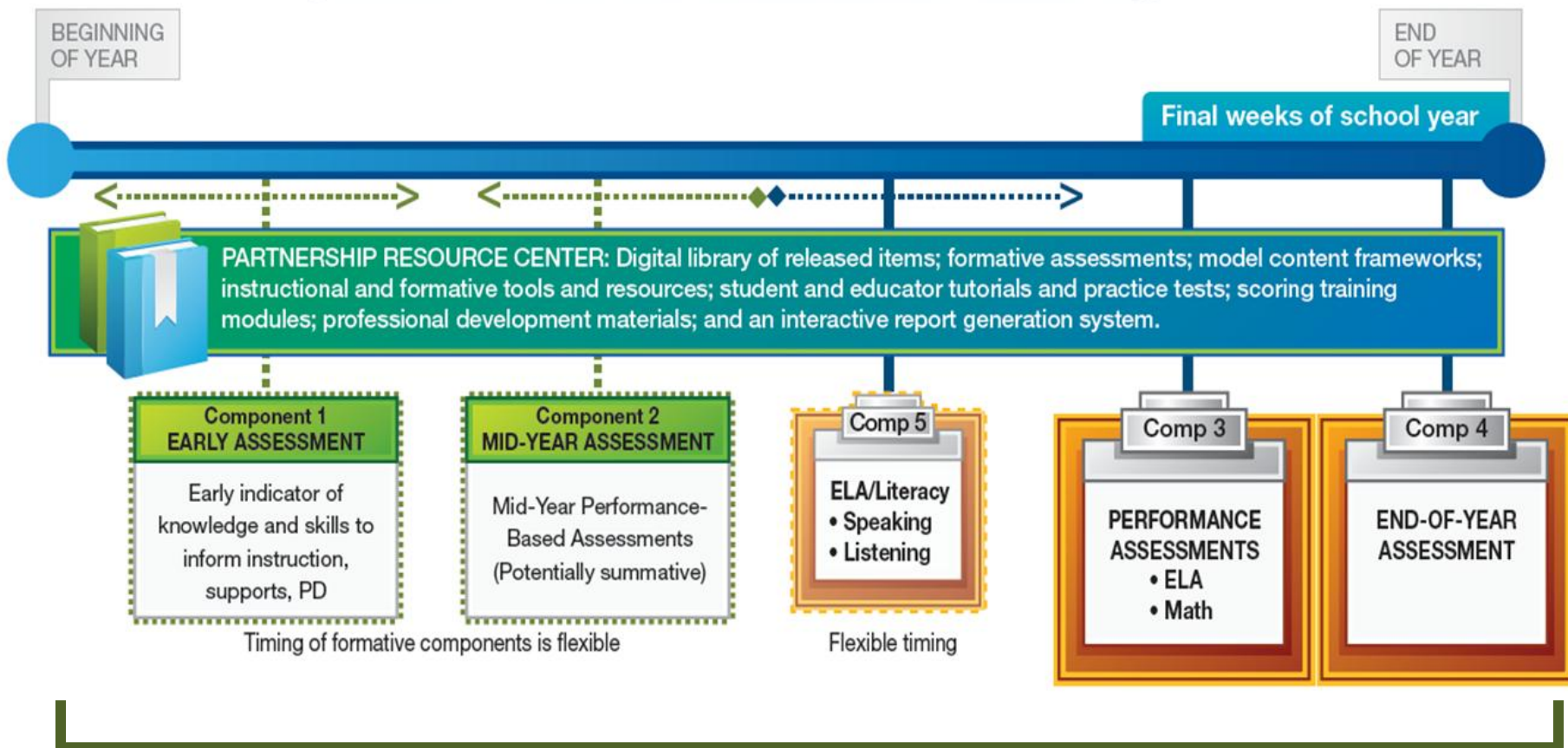
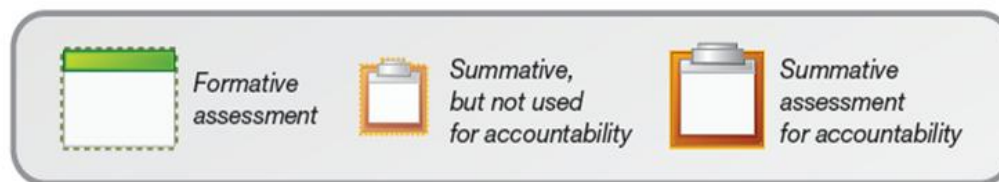


PARCC MODEL CONTENT FRAMEWORKS

MATHEMATICS

GRADES 3–11

October 2011



How is this different?

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

High School

SAMPLES - ELA/LITERACY

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Grade 9

Grade 10

Grade 11

Grade 3 Mathematics (Number Line)

 [Printer-friendly version](#) [PDF version](#)

SAMPLE ITEM

Drag each fraction to the correct location on the number line.

  
 $\frac{1}{2}$ $\frac{3}{2}$ $\frac{6}{2}$



The fraction number line task is [adapted](http://illustrativemathematics.org) from a task available at <http://illustrativemathematics.org>.

[Reset](#)

For More Item Specific Information

6-8th Grade ELA

Amelia Earhart is a famous American remembered for her daring and bravery. Today you will read two texts and view a video to learn about Amelia Earhart. When you are finished reading, you will write an essay that analyzes the strength of the arguments the authors make in relation to Amelia Earhart's bravery.

Read the website entry "The Biography of Amelia Earhart." Then answer the questions.

The Biography of Amelia Earhart

1 When 10-year-old Amelia Mary Earhart saw her first plane at a state fair, she was not impressed. "It was a thing of rusty wire and wood and looked not at all interesting," she said. It wasn't until Earhart attended a stunt-flying exhibition, almost a decade later, that she became seriously interested in aviation. A pilot spotted Earhart and her friend, who were watching from an isolated clearing, and dove at them. "I am sure he said to himself, 'Watch me make them scamper,'" she said. Earhart, who felt a mixture of fear and pleasure, stood her ground. As the plane swooped by, something inside her awakened. "I did not understand it at the time," she said, "but I believe that little red airplane said something to me as it swished by." On December 28, 1920, pilot Frank Hawks gave her a ride that would forever change her life. "By the time I had got two or three hundred feet off the ground," she said, "I knew I had to fly."

2 Although Earhart's convictions were strong, challenging prejudicial and financial obstacles awaited her. But the former tomboy was no stranger to disapproval or doubt. Defying conventional feminine behavior, the young Earhart climbed trees, "belly-slammed" her sled to start it downhill and hunted rats with a .22 rifle. She also kept a scrapbook of newspaper clippings about

Part A

In paragraph 6 of "The Biography of Amelia Earhart," Earhart is quoted as saying, "After scaring most of the cows in the neighborhood...I pulled up in a farmer's back yard." How does the quotation contribute to the meaning of the paragraph?

- ☐ A. It demonstrates Earhart's calm sense of humor when describing a potentially frightening situation.
- ☐ B. It shows that Earhart loved taking risks but regretted when her actions put others in danger.
- ☐ C. It suggests that Earhart was humble about her accomplishments and able to admit mistakes.
- ☐ D. It illustrates Earhart's awareness of her responsibility as a role model for other women.

Part B

In which other paragraph in the article does a quotation from Earhart contribute to the reader's understanding of her character in a similar way as does the quotation in Part A?

- ☐ A. paragraph 7
- ☐ B. paragraph 8
- ☐ C. paragraph 9
- ☐ D. paragraph 11

3-5th Grade Math

For a school field trip, 72 students will be traveling in 9 vans. Each van will hold an equal number of students. The equation shows a way to determine the number of students that will be in each van.

$$72 \div 9 = ?$$

The given equation can be rewritten using a different operation.

Use the drop-down menus to select the operation and the numbers to complete the equation.

Choose... ▼

Choose... ▼

Choose... ▼

Choose...

9

72

?

= 72

INTERPERSONAL CONFLICT



When questioned

- Ask: Have you read the standards?
- Ask: Which specific standards are you uncomfortable with?
- Remind them that Illinois has had learning standards since the 90's.
- Compliance with the law is not optional for our students – nor for school leadership

Earlier:

A Maryland parent was thrown out of a school meeting and arrested after questioning a new state-led education standards initiative. He has been charged with assaulting a police officer and disrupting a school function and could go to jail for 10 years if convicted. Amateur video of the incident has gone viral online over the past few days.

"I want to know how many parents here are aware that the goal of Common Core standards isn't to prepare our children for full-fledged universities, it's to prepare them for community college 🔄," 46-year-old parent Robert Small shouted Thursday night during a school meeting between parents, teachers and administrators that was held by the Maryland State Department of Education in Towson, a suburb of Baltimore.

His interjection was greeted with applause.

Small, who has two kids in the area's public schools, went on to briefly explain his opposition to the Common Core, an education initiative incentivized by the federal government and designed to "establish a single set of clear educational standards for kindergarten through 12th grade [students]." according to the initiative's official

Changing
World

CCSS

PARCC


Eval
System


sing
tar





<http://www.pta.org/advocacy/content.cfm?ItemNumber=3552#Parent Guides>



Search 

go →

About PTA ★ Programs ★ **Advocacy** ★ For Parents ★ For Members

act locally ★ donate ★ join

Home > **Advocacy**

Login

Advocacy

Advocacy Now

Federal Policy Agenda

Common Core State Standards

Special Education

Advocacy Toolkit

PTA Takes Action Network

2014 Legislative Conference

CCSSI Toolkit - Resources

• The Standards • Parent Guides • PowerPoint Presentations • Assessment Resources • Samples You Can Use • Videos • Common Core Research •



24



CCSS FAQs

Common Core Resources

- PTA CCSSI Issue Brief 2-pager
- PTA CCSSI Issue Brief
- Common Core and Data Collection
- PTA Leader Talking Points
- 10 Aha Moments of CCSS
- CCSSI ELA Literacy Supplement
- CCSSI Information for English Language Learners
- CCSSI Information on Students with Disabilities
- CCSSI Understanding Skills
- English Language Arts and Literacy in History/Social Studies & Science (Content Brief)
- Math Publishers Criteria
- Mathematics (Content Brief)

Related Content & Resources

Healthy Lifestyles Energy Balance 101 Grant Recipients

National Standards for Family-School Partnerships

Message for School Leaders

National PTA Resolutions

Individual Position Statements



Google PTA CCSS

Resources <http://iasb21.pbworks.com/>

- ***Achieve the Core***
<http://www.achievethecore.org/dashboard/409/search/3/1/0/1/2/3/4/5/6/7/8/9/10/11/12>
- ***Engage NY*** <http://www.engageny.org/videos-for-parents>
- ***3 Minute Video for Parents/Community*** [Vimeo.com/51933492](https://vimeo.com/51933492)
- ***Teaching Channel videos***
<https://www.teachingchannel.org/blog/2013/09/13/talking-to-parents-about-the-ccss/>
- ***National PTA*** <http://pta.org/parents/content.cfm?ItemNumber=2583>
- ***Common Core*** <http://www.corestandards.org>
- ***Illinois Common Core*** <http://commoncoreil.org/>
- ***PARCC*** <http://www.parcconline.org/>

Running to catch up?

