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**OFFICE OF THE ASSISTANT SUPERINTENDENT FOR  
EDUCATIONAL SERVICES**

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**TO:** DR. RIGGLE  
**FROM:** DR. WILLIAMSON  
**SUBJECT:** COMMON CORE STATE STANDARDS PRESENTATION  
**DATE:** FEBRUARY 6, 2013  
**CC:** BOARD OF EDUCATION

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At the regular board meeting on Monday, February 11, 2013, the attached presentation regarding the new Common Core State Standards (CCSS) will be shared with the Board. An overview of CCSS will be provided along with more specific information regarding what the schools are doing to prepare for CCSS implementation by the 2014-2015 school year.

Instructional Supervisors of English and Mathematics departments will share details regarding how they are preparing for this change. It is important to note that District 225 will continue to work collaboratively with sender districts to ensure that the transition from 8<sup>th</sup> grade to 9<sup>th</sup> grade remains smooth for our students in spite of these curricular changes.

### Why Were Common Core State Standards Developed?

- Consistency across states
- Need for more rigorous standards
- Prepare students for college and careers

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### What subjects are covered by CCSS?

- Mathematics
- English/Language Arts
- Literacy in Social Studies & Science included to develop skills needed to utilize reading & writing within content areas
- Do not dictate how teachers teach

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### The Development of the Common Core State Standards (CCSS)

Development coordinated by National Governors Association (NGA) & Council of Chief State School Officers (CCSSO) in collaboration with educators

- Research and evidence based
- Align with college and work expectations
- Rigorous - higher-order skills & application of knowledge
- States voluntarily adopt – 49 states, the District of Columbia, four territories, and the Department of Defense Education Activity have adopted the Common Core State Standards.
- Illinois implementation by 2014-2015 school year

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### What does a college and career-ready student look like?

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

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### CCSS Assessments

- Partnership for the Assessment of Readiness for College and Careers (PARCC)
  - 26 states - Illinois is a governing board state
  - Higher education institutions will contribute to development of H.S. assessments
  - Online
  - Student achievement in relation to standards
- New assessments 2014-2015 – baseline
- Testing of grades 9, 10 & 11

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### Math – What has changed?

- Fewer topics – more in-depth on important ideas
- Emphasis on – conceptual understanding, procedural skill & application
- New testing structure – moving away from multiple choice to higher cognitive demand, performance assessments
- High school standards not by grade level

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**8 Standards of Mathematical Practice (SMP)**

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.

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**Math – What are we doing?**

- May 2012: Teachers introduced to 8 Standards of Mathematical Practice (SMP). Matched extended response math problems to SMP.
- October 2012: Teachers revised extended response problems to align with SMP & to be of greater high-cognitive demand tasks
- Oct./Nov. 2012: Teachers piloted high-cognitive demand tasks in classes
- December 2012: Teachers analyzed student responses, presented samples of student work and edited problems based upon student responses

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**Math – What is to come?**

- Teachers will continue to revise problems in the context of SMP
- Northfield Township math study group will provide professional development to assist in updating course outcomes
- Summer curriculum projects will support teams of teachers in updating course outcomes
- Textbooks may need to be reviewed and/or supplemental materials may be needed to incorporate shifts in important concepts

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### English - What has changed?

Changes in the approaches to writing and literature:

- From “persuasive writing” to “argumentative writing”
- Additional non-fiction reading to supplement core units of study

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### English- What are we doing now?

- October 2010: Worked with consultant to examine the CCSS and changes from former state standards.
- November 2011: Worked with consultant to examine the CCSS writing standards and the transition from 8th to 9th grade
- Spring 2012: Examined 8th- and 9th-grade core writing assignments and rubrics
- November 2012: Beginning a “gap analysis” to identify adjustments in writing

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### English- What is to come?

- Curriculum and instruction adjustments will take place, as needed.
- Ensure that assessments incorporate Literacy and Writing CCSS.
- Collaborate with other departments to integrate the Literacy and Writing CCSS.

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