

Common Core Standards

49th Annual Cooperative Conference for School Administrators

Missouri Department of Elementary and
Secondary Education

www.dese.mo.gov

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About the Initiative

- The Common Core State Standards (CCSS) Initiative is a voluntary, state-led effort
- 48 states, 2 territories, and D.C. committed to developing a common core of state standards for proficiency in English language arts and mathematics for grades K – 12
- Governor Nixon signed Missouri on in August 2009

The Standards

These standards define the knowledge and skills students should have within their K – 12 education careers so that they will graduate from high school able to succeed in entry-level, credit-bearing academic college courses and in workplace training.

Why did Missouri sign on?

- The initiative is a voluntary, state-led effort.
- These Standards will raise the bar for Missouri students and ensure they are prepared to succeed in the 21st century.
- Having Common Core Standards with other states is cost-effective in the long term in that multiple states can share common assessments.
- States applying for RT3 Grants are required to adopt CCSS.

How were the Standards Developed?

- In collaboration with teachers, school administrators, and national groups representing postsecondary educators, English language learners, and students with disabilities to name a few.
- Missouri was one of a select number of states involved in the review of **ALL** draft versions of the Standards.

How were the Standards Developed?

- A public comment window provided the opportunity for MO stakeholders to provide feedback.
- There were 272 Missouri feedback submissions, 53% were from K – 12 teachers.

Next Steps

- Each state has the choice of whether to adopt the Standards for English language arts and mathematics.
- The Missouri State Board of Education adopted the Standards during their June 15, 2010 meeting.
- The Standards must make up at least 85% of the state's standards in English language arts and mathematics. **Missouri has no plans to add additional Standards.**

The Standards

- Are aligned with college and workforce expectations
- Are more focused and coherent
- Include rigorous content and application of knowledge through higher-order skills
- Build upon strengths and lessons of current state standards
- Are informed by standards in other top-performing countries.

English Language Arts Standards: Reading

The Standards:

- establish a “staircase” of increasing complexity in what students must be able to read so that all students are ready for the demands of college-and career-level reading no later than the end of high school.
- use a diverse array of classic and contemporary literature as well as challenging information texts in a range of subjects.

English Language Arts Standards: Reading

The Standards:

- expect students to build knowledge, gain insights, explore possibilities, and broaden perspectives.
- intentionally do not offer a reading list. Instead, they offer numerous sample texts to help teachers prepare for the school year.
- appropriately defer the many remaining decisions about what and how to teach to states, districts, and schools.

English Language Arts Standards: Speaking and Listening

The Standards:

- require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.
- focus on academic discussion in one-on-one, small-group, and whole-class settings. Formal presentations are an important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.

English Language Arts Standards: Writing

The Standards:

- emphasize the ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence.
- include opinion writing – a basic format of argument that extends down into the earliest grades.

English Language Arts Standards: Writing

The Standards:

- emphasize research – both short, focused projects (such as those commonly required in the workplace) and longer term in depth research.
- provide annotated samples of student writing to help establish adequate performance levels in writing arguments, information/explanatory texts, and narratives in the various grades.

English Language Arts Standards: Language

The Standards:

- expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading.
- will help students determine word meanings, appreciate nuances of words, and steadily expand their repertoire of words and phrases.
- will help prepare students for real life experiences at college and in 21st century careers.

English Language Arts Standards: Language

The Standards:

- recognize that students must be able to use formal English in their writing and speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language.

English Language Arts Standards: Media and Technology

The Standards:

- include embedded media skills (both critical analysis and production of media) just as media and technology are integrated in school and life in the 21st century.

Literacy Standards in History/Social Studies, Science and Technical Subjects

- Starting in grade 6, the reading and writing standards are divided into two sections, one focusing on ELA and the other focusing on history/social studies, science and technical subjects.
- The division reflects the role other content areas play in developing the literacy skills students need for success in college and careers.

Literacy Standards in History/Social Studies, Science and Technical Subjects

- Individuals in college, workforce training programs and the workplace will be expected to write informational and explanatory texts with clarity and coherence.

Mathematics Standards

Development began with research-based learning progressions detailing what we know today about how students' mathematical knowledge, skill and understanding develop over time.

Understanding Mathematics

- The Standards define what students should understand and be able to do in their study of mathematics.
- Mathematical understanding and procedural skills are equally important and both are assessable using rich tasks.
- The ability to justify, in an appropriate way, **why** a particular mathematics statement is true or **where** a mathematical rule comes from are hallmarks of understanding.

Standards for Mathematical Practice

- Rest on important processes including:
 - Problem solving, reasoning and proof, communication, representation, and connections.
- Rest on important mathematical proficiencies including:
 - Adaptive reasoning
 - Strategic competence
 - Conceptual understanding
 - Procedural fluency
 - Productive disposition

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.

Organization of Mathematics Standards

- K – 8 Grade-level focus (big ideas)

In grade 2, instructional time should focus on four critical areas: ① extending understanding of base-ten notation ② building fluency with addition and subtractions ③ using standard units of measure; and ④ describing and analyzing shapes.

- K – 8 Grade-level overview (outline)
- Clusters of standards

Organization of Mathematics Standards

- High school Standards specify the mathematics in **conceptual categories** that all students should study to be college and career ready.
 - ① Number and quantity
 - ② Algebra
 - ③ Functions
 - ④ Modeling
 - ⑤ Geometry
 - ⑥ Statistics and Probability
- A (+) symbol indicates additional mathematics that students should learn in order to take advanced/STEM related courses.

Organization of Mathematics Standards

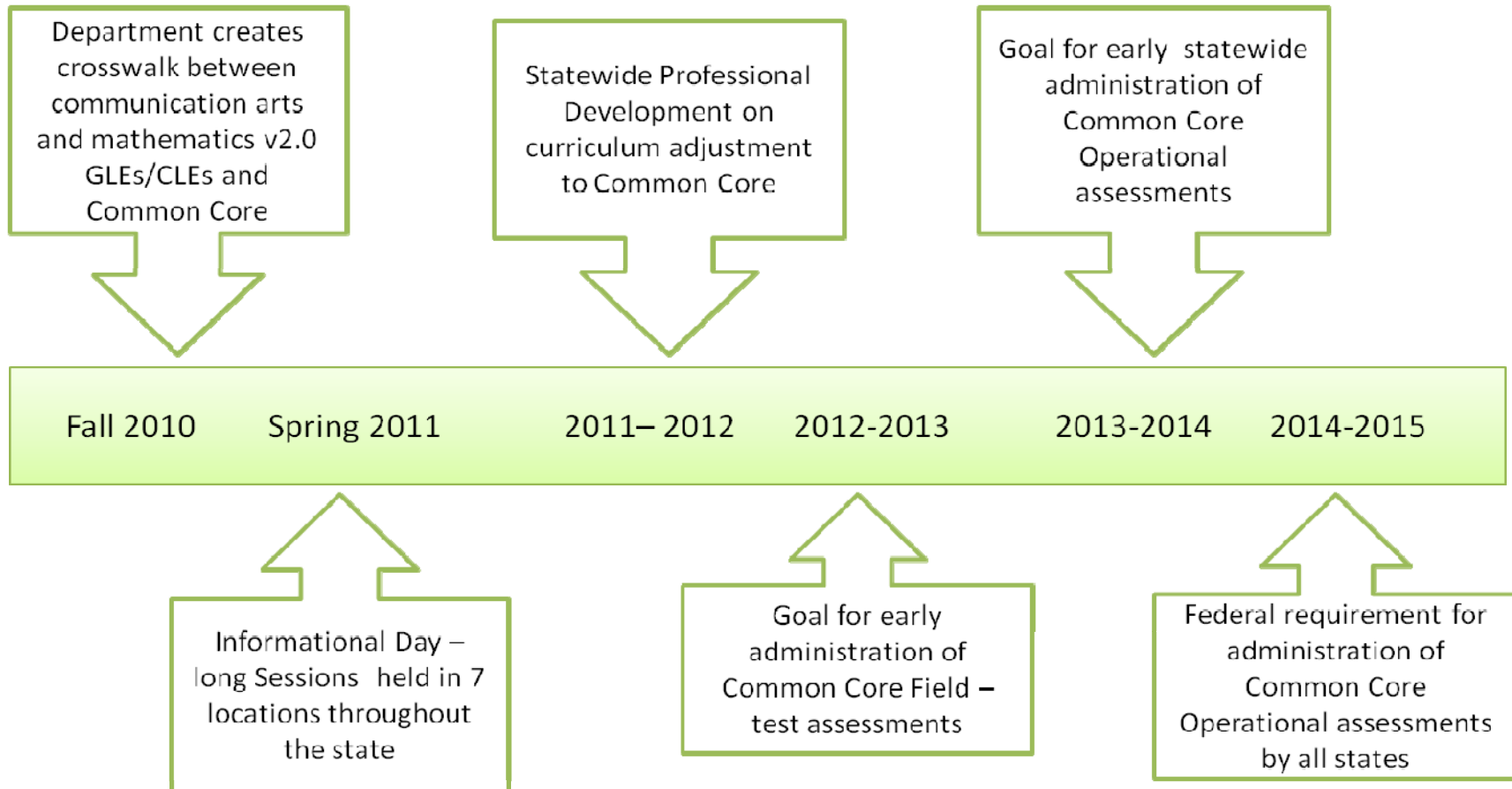
The Standards do not:

- dictate curriculum or teaching methods.
- Mandate a sequence for instruction.

Sample Pathways for high school will be available to include:

- Traditional course sequence – Al, Geometry, All
- Integrated course sequence

Missouri Common Core State Standards Rollout Schedule



Grade-Level and EOC assessments will continue to be aligned to the v2.0 GLEs/CLEs through the 2012- 2013 school year.

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Common Core Implementation in Missouri & the Missouri Assessment Program 3.0

Common Core: Missouri Assessment Program 3.0 – The Future

- Common Core Assessments
 - SMARTER Balanced Assessment Consortium
 - Formative, interim/benchmark, summative, performance assessments
 - Adaptive
 - Project a field test in 2012-2013 school year
 - Project operational testing in 2013-2014 school year
- Common Core Alternative Assessment(s)

Common Core: Missouri Assessment Program 3.0 – The Future

- Common Core Standards
 - Exemplar text and writing
 - Consortium Resources
 - Transition Documents
 - Mapping 2.0 GLEs/CLEs to Common Core
 - Professional Development
 - Coding
 - Non-fiction reading and non-fiction writing across all content areas
 - Not necessarily fewer standards for Missouri

Common Core Implementation in Missouri & the Missouri Assessment Program 3.0

- Questions?

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