



"Typical" State Implementation Timeline

2010 - 2011 School Year

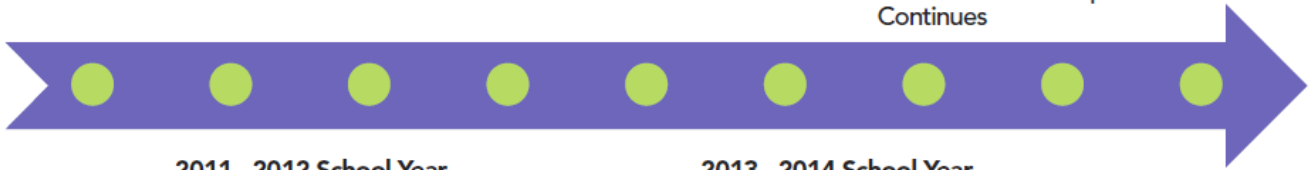
- › States adopt standards

2010 - 2013 School Year

- › Teacher Awareness on Common Core

2014 - 2015 School Year

- › New Summative Assessments
- › Professional Development Continues



2011 - 2012 School Year

- › Administrator Awareness on Common Core

2013 - 2014 School Year

- › Standards Used in All Classrooms
- › Professional Development Continues

http://www.nea.org/assets/docs/EPP_CommonCore_Toolkit_Final.pdf



20. What are the Common Core State Standards (CCSS) and how are they related to Smarter Balanced?

Developed voluntarily and cooperatively by 48 states, two territories, and the District of Columbia, the **Common Core State Standards** offer schools, teachers, students and parents clear, understandable, and consistent standards in English language arts and mathematics. The CCSS defines the knowledge and skills students should take away from their K-12 schooling to be successfully prepared for postsecondary and career opportunities. More than 40 states have adopted the Common Core State Standards.

Teachers and parents need information about whether students are meeting the expectations set by the CCSS. Smarter Balanced is developing an assessment system that will measure mastery of the Common Core State Standards and provide timely information about student achievement and progress toward college and career readiness. Educators will also have access to a robust library of formative assessment resources and tools that they can use in the classroom to address the individual needs of their students.

Timeline

Maine schools are on track to begin using the Smarter Balanced Assessments during the 2014-15 academic year. The assessments will take the place of the New England Common Assessment Program tests taken by students in grades 3 through 8, and the SAT taken by students in high school.

English / Language Arts Strands

Reading: Text complexity and the growth of comprehension.

- Literature
- Informational Text
- Foundational Skills

Writing: Text types and responding to reading and research.

- Text types and purposes
- Production and distribution of writing
- Research to Build and Present Knowledge
- Range of Writing

Speaking and Listening: Flexible communication and collaboration

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Language Standards: Conventions, effective use and vocabulary

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use
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ELA Standard Strands

- Reading
- Writing
- Listening and Speaking
- Language

Writing Standards

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

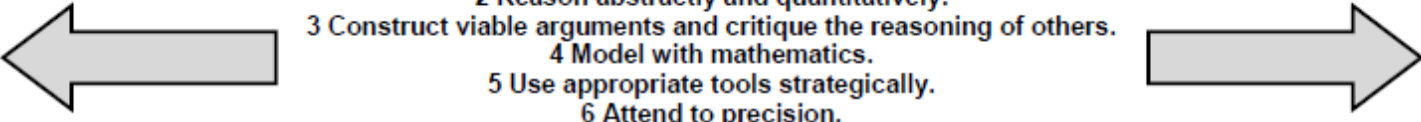
Writing – Three Text Types

- Argument
- Informational/Explanatory Writing
- Narrative Writing

Reading: Foundational Skills

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Math Progression Chart

Kindergarten	1	2	3	4	5	6	7	8	HS
8 Mathematical Practices – Students must be given opportunities to develop these practices at all levels.									
 <p>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.</p>									
Content Domains from Kindergarten to Grade 8 – Progress to High School Conceptual Categories									
Counting and Cardinality (K)									Number and Quantity (HS)
Number and Operations in Base Ten (K – 5)						Ratios and Proportional Relationships (6 – 7)			Number and Quantity (HS)
			Number and Operations Fractions (3 – 5)		The Number System (6 – 8)				
Operations and Algebraic Thinking (K – 5)						Expressions and Equations (6 – 8)		Algebra (content) (HS)	
							Functions (8)	Functions (HS)	
Geometry (K – 5)						Geometry (6 – 8)		Geometry (HS)	
Measurement and Data (K – 5)						Statistics and Probability (6 – 8)		Stats/Prob (HS)	



One key to navigating the roadmap is to understand the shifts required by the CCSS. There are three primary shifts for ELA/literacy and three for mathematics as follows:

SHIFTS FOR ENGLISH LANGUAGE ARTS/LITERACY	SHIFTS FOR MATHEMATICS
1. Building knowledge through content-rich nonfiction	1. Focus strongly where the Standards focus
2. Reading, writing, and speaking grounded in evidence from text, both literary and informational	2. Coherence: Think across grades, and link to major topics within grades
3. Regular practice with complex text and its academic language	3. Rigor: In major topics pursue conceptual understanding, procedural skill and fluency, and application with equal intensity

CCSS Emphases of English Language Arts

Reading	Speaking and Listening
1. Informational text must be studied in addition to literature.	1. Discussion is viewed as a key component of learning and building shared knowledge.
2. Foundational reading skills are more specifically defined (K-5).	2. Speaking and listening are viewed as embedded aspects of every English language arts classroom.
3. Text complexity is more specifically defined to ensure consistency and rigor.	3. Technology is viewed as more than a tool; it changes the way speaking and listening occurs.
4. Technology is viewed as more than a tool; it changes reading and reading instruction.	
Writing	Language
1. Narrative, informative/explanatory, and opinion writing are emphasized, in addition to other genres.	1. Punctuation and grammar instruction must occur in embedded and authentic contexts.
2. Writing exemplars are included to ensure consistent rigorous expectations for student writing.	2. Vocabulary instruction must be intentional and occur in authentic contexts.
3. Research and inquiry are emphasized as processes rather than a text type.	
4. Technology is viewed as more than a tool; it changes writing and writing instruction.	

Mathematical Practices

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.