THE COMMON CORE STATE STANDARDS IN CONNECTICUT

Implications for Curriculum, Instruction and Learning

September 2010

Connecticut State Department of Education

Today's Agenda

- Review how CT adopted the CCSS
- Examine what SDE has done to support CCSS implementation
- React to what SDE has planned to continue to support CCSS implementation
- Begin to think about what is next for you

These standards are not intended to be new names for old ways of doing business.

It is time to recognize that standards are not promises to our children, but promises we intend to keep.

CCSS Key Assumptions

- CCSS assume 100% mastery of the preceding year's standards
- Standards are high points, not finish lines
- Standards are not curriculum
- In order for change to be effective, it must be at the unit or chapter level

Understanding the Common Core State Standards

In the spring of 2009, governors and state commissioners of education from 48 states, 2 territories and the District of Columbia committed to developing a common core of state standards (CCSS) for K-12 English language arts (ELA) and mathematics.

http://www.corestandards.org

Achieve, 2010

Common Core Standards and Connecticut's Education Reform Agenda

The CCSS, adopted by the State Board on July 7, 2010,

- are internationally benchmarked
- prepare all students to succeed in a global economy
- support the State Board's 5-Year Plan
- support Connecticut's Secondary School Reform

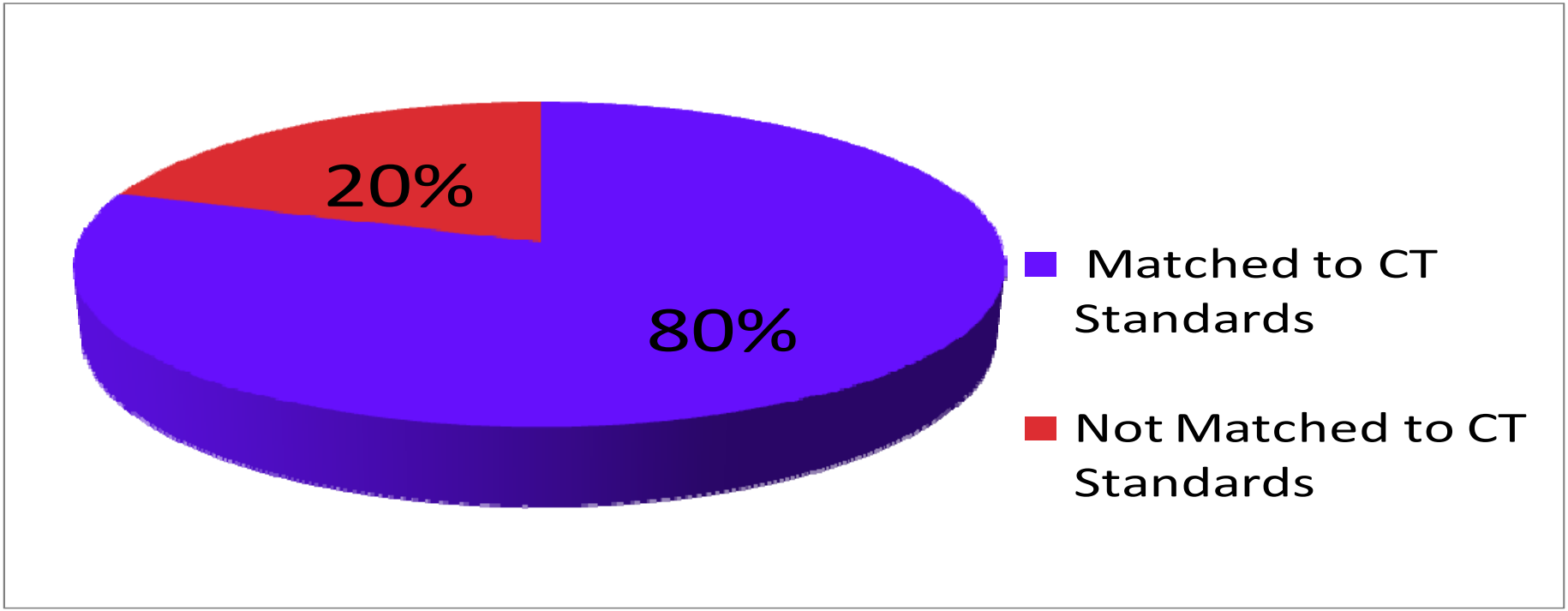
CT's CCSS Adoption Process

CT content experts in English Language Arts and Mathematics worked in teams to determine the existence of matches between CCSS and CT standards using the Common Core Comparison Tool developed by Achieve, Inc.

CCSS were compared to CT standards:

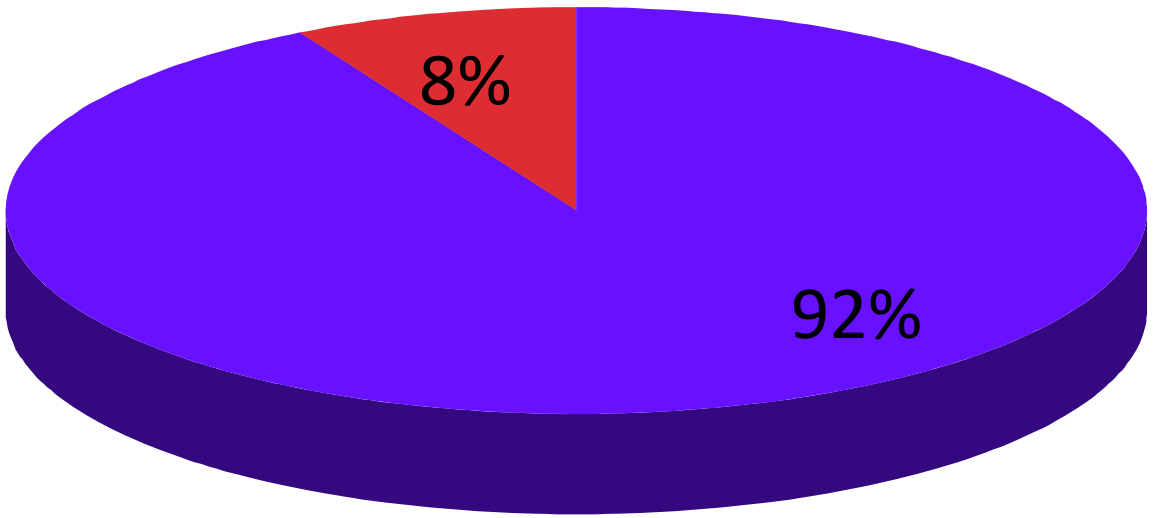
- standard by standard at the same grade level.
- at the prekindergarten level, grade levels before or after the targeted CCSS and by high school grade bands.

English Language Arts
CCSS– CT Match Results



Overall, 80% of the CC ELA standards were matched to CT's ELA standards. The remaining 20% were not matched. This translates to about 200 of the 1,019 CC ELA standards that will be "new" for CT.

Mathematics
CCSS– CT Match Results



Overall, 92% of the CC Math standards were matched to CT's Math standards. The remaining 8% were not matched. This translates to 40 CC Math standards that will be "new" for CT.

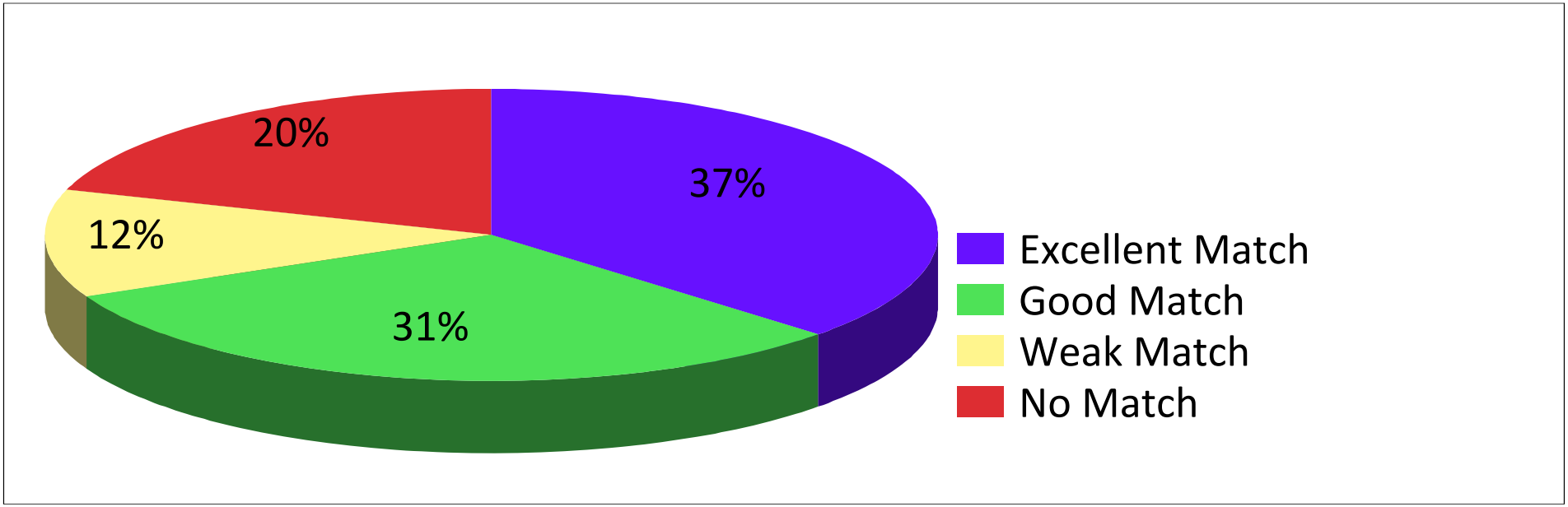
Categories of Matches

- Possible matches:
  - Exact match
    - All of the concepts and skills addressed in the CCSS also included in the CT standard(s) at the same grade level
  - Collective match
    - Parts of two or more CT standards within, beyond or below grade, together address the CCSS
  - Partial match
    - Only a portion of a compound CT state standard applies to the CCSS being addressed and part does not; a CT standard in its entirety only addresses a portion of a compound CCSS
  - No match
    - The concepts and skills in the CCSS are not addressed in the CT standard(s), or is addressed at a level far beyond the parameters being compared

Strength of Match

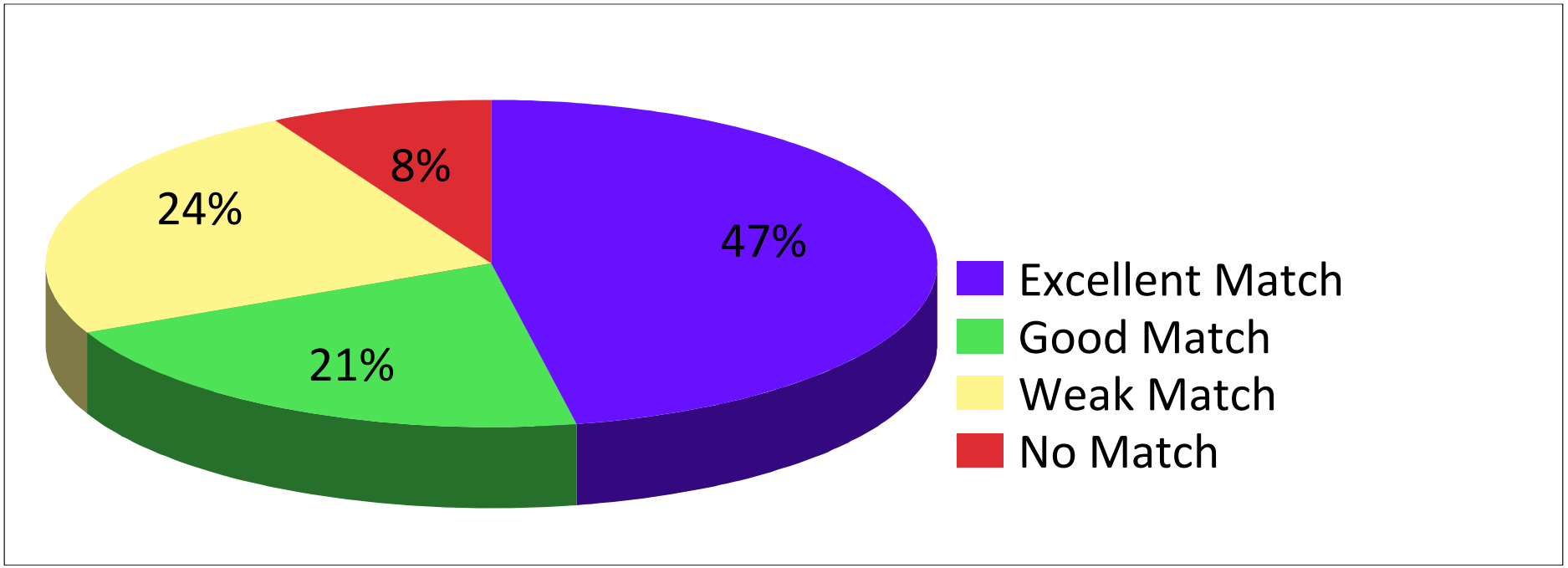
- Strength rating accounts for differences in wording, specificity, or performance expectation
- Strength of each match is rated:
  - 3 – Excellent: the expectations in both verb/performance and content/topic are equivalent
  - 2 – Good: minor aspects of the CCSS are missing (or addressed more broadly/generally than the CCSS)
  - 1 – Weak: major aspects of the CCSS are not addressed; standards may be related but only generally

Strength of Matches Between the Common Core Standards and CT's English Language Arts Standards



Overall, 68% of the matches between the CCSS and CT's ELA standards were excellent or good; 12% were weak matches and 20% were unmatched.

Strength of Matches Between the Common Core Mathematics Standards and CT's Mathematics Standards



Overall, 68% of the matches between the CCSS and CT Math standards were excellent or good; 24% were weak; and 8% were unmatched.

Examples of Matches

CCSS-English Language Arts

CC.8.SL.1.c :
Engage effectively in a range of collaborative discussions: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations to clarify information, strengthen claims and evidence, and add interest.

CCSS Match to CT English Language Arts

Match rate -1; matched with CT Oral Language grade level expectation in grade 6.

Weak match - major aspects of the CCSS are not addressed; standards are only generally related

- CT.6.OL.2:

Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions, panel discussions

CCSS-Mathematics

CC.4.NF.2:

Extend understanding of fraction equivalence and ordering: Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

CCSS Match to CT Mathematics

Match rate – 3; as linked to the following standards in grades 3, 4 and 5

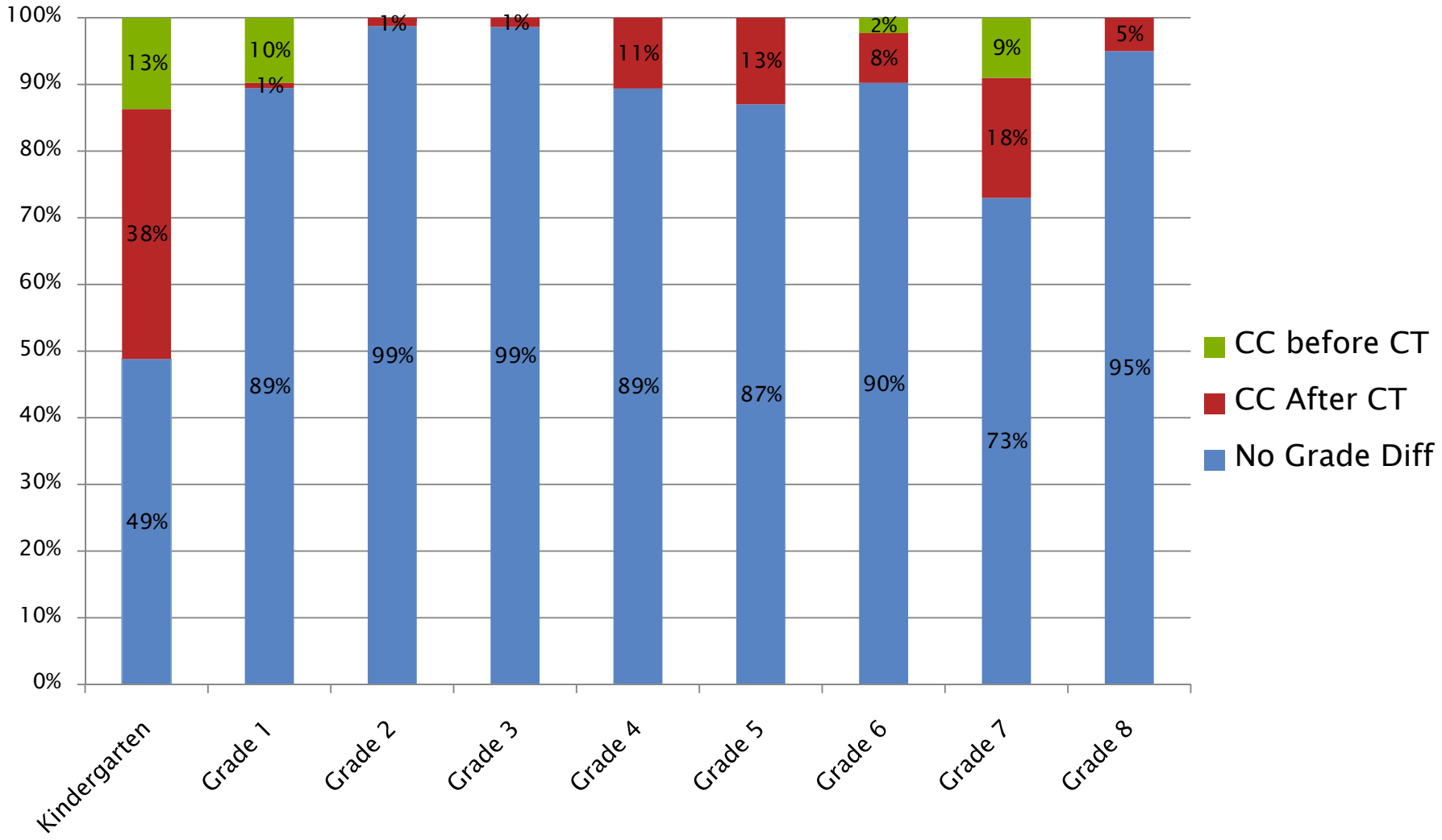
Excellent match – expectations in both performance and content are equivalent

- CT.3.1.3.5 Demonstrate understanding of equivalence as a balanced relationship of quantities by using the equals sign to relate two quantities that are equivalent and the inequality symbols, < and >, to relate two quantities that are not equivalent. (23 x 5 > 23 x 2)
- CT.4.2.1.8 Construct and use models, pictures and number lines, including rulers to compare and order fractional parts of a whole and mixed numbers with like and unlike denominators of 2, 3, 4, 5, 6 and 8 and 10.
- CT.4.2.1.9 Construct and use models, pictures and number lines, including rulers, to identify wholes and parts of a whole (including a part of a group or groups) as simple fractions and mixed numbers.
- CT.5.2.1.7 Choose and use benchmarks to approximate locations, of fractions, mixed numbers and decimals, on number lines and coordinate grids.

Grade Level Similarities and Differences for English Language Arts and Mathematics

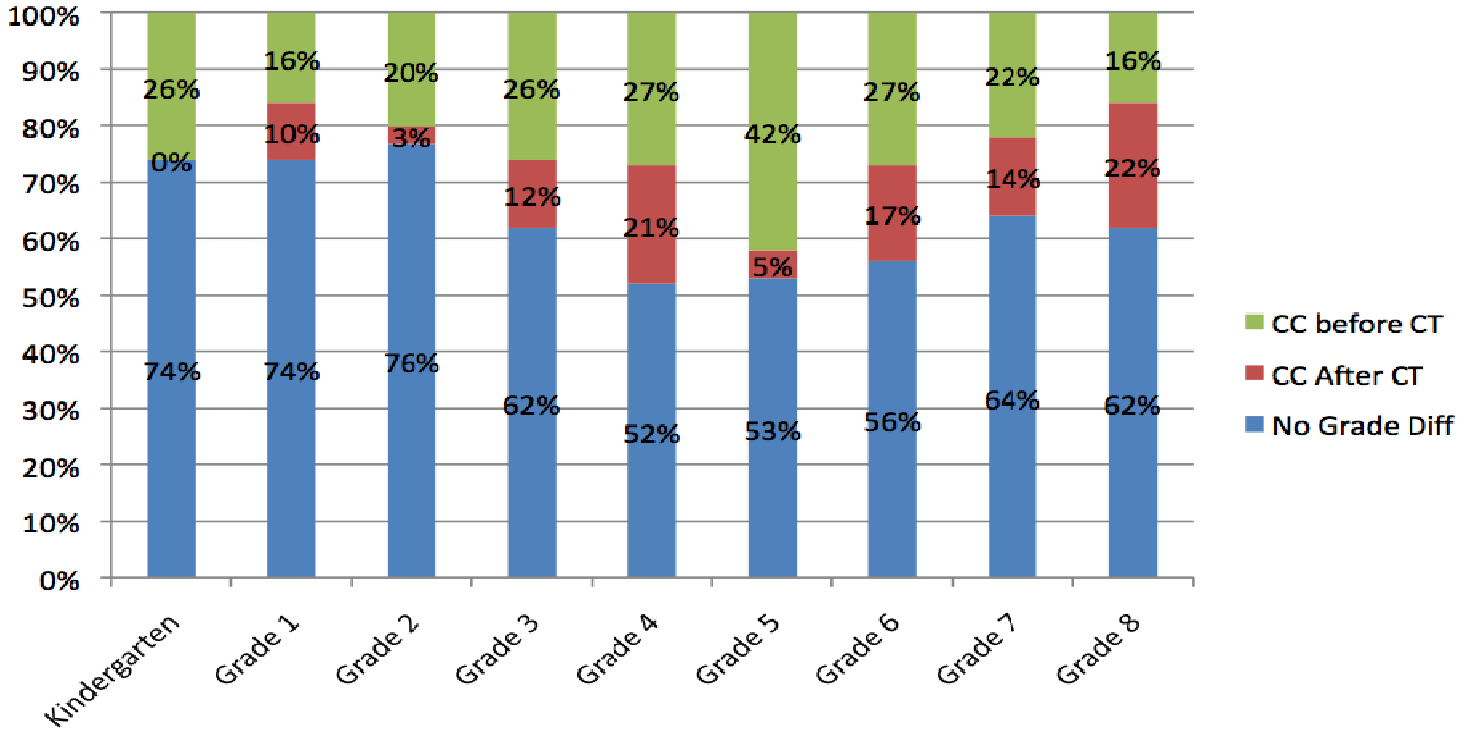
- The following slides provide information regarding where matched Common Core standards in English language arts and Mathematics introduce content earlier, later or at the same grade level as CT standards.

Grade Level Comparisons Between the Connecticut English Language Arts Standards and the Common Core Standards K-8



It is important to note that Grades 9-12 are not included on the graphs because the CCSS standards are written for 9-10 and 11-12 grade spans rather than for each grade. Therefore, grade-by-grade comparisons are not possible.

Grade Level Comparisons Between CT Mathematics Standards and the CCSS



It is important to note that Grades 9-12 are not included on the graph because the Mathematics Standards for High School are written for the entire 9-12 grade span rather than for each grade level.

Stakeholder Conference

Percentage of individuals who "Agree" or Strongly Agree

- Students meeting these core standards will be well prepared for success in college – 100%
- The CCSS are as rigorous as CT standards in terms of higher order thinking skills – 97%
- The CCSS represent a coherent progression of learning from grade-to-grade – 95%
- The CCSS are as rigorous as CT standards in terms of application of knowledge – 91%

Stakeholder Conference

Percentage of individuals who "Agree" or Strongly Agree

- The CCSS represent learning standards that are important for all students – 90%
- Students meeting these core standards will be well prepared for post-high school success in the workplace – 89%
- The CCSS embed 21st Century skills (i.e. communicating, collaborating, using technologies and solving problems creatively) – 87%
- The CCSS are developmentally appropriate for each grade – 82%

Consensus Judgments Regarding "New" Standards for CT

1. The CCSS that would be new for Connecticut are *essential for college and career readiness*.

   ELA: 100% agree

   MATH: 100% agree

2. The CCSS that would be new for Connecticut are *reasonable expectations for the corresponding grade level*.

   ELA: 78% agree; 22% not sure

   MATH: 60% agree; 40% not sure

Stakeholder Needs

- Preschool standards aligned with CCSS
- Support with revising or aligning district curriculum to CCSS
- Higher Education awareness for teacher preparation
- Standards phase-in timeline
- Adequate notice of changes to state assessments

Sample of CT English Language Arts Crosswalk

GRADE 8			
CCSS	**CT Standard Match**	**CT Assessment**	**Notes**
READING STRAND: READING STANDARDS FOR LITERATURE			
Key Ideas and Details			
CC.8.R.L.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	**CT.8.R.7** Reading Comprehension: After Reading: Developing an Interpretation: Develop literal and inferential questions about texts using explicit and implicit evidence from the texts.	**CMT Reading Comprehension:** **Developing Interpretation** **B1** Identify or infer the author's use of structure/organizational patterns **B2** Draw conclusions about the author's purpose for choosing genres or including or omitting specific details in the text **B3** Use stated or implied evidence from the text to draw and/or support a conclusion	CCSS requires analysis and the CT standard does not.
CC.8.R.L.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	**CT.8.R.4** Reading Comprehension: After Reading: General Understanding: Generalize about universal themes, human nature, cultural and historical perspectives from reading multiple texts. **CT.8.R.6** Reading Comprehension: After Reading: General Understanding: Interpret how situations, actions and other characters influence a character's personality and development. **CT.8.R.5** Reading Comprehension: After Reading: General Understanding: Explain how a story's plots and subplots do/do not contribute to the conflict and resolution.	**CMT Reading Comprehension:** **Forming a General Understanding** **A1** Determine the main idea (nonfiction) or theme (fiction) of the text **A2** Identify or infer important characters, problems, settings, events, relationships and details **A3** Select and use relevant information from the text in order to summarize events and/or ideas in the text	Overall, these three CT standards reflect the CCSS. The CT standard asks for interpretation while CCSS asks for analysis and summary. Conflict is not addressed in the CCSS.

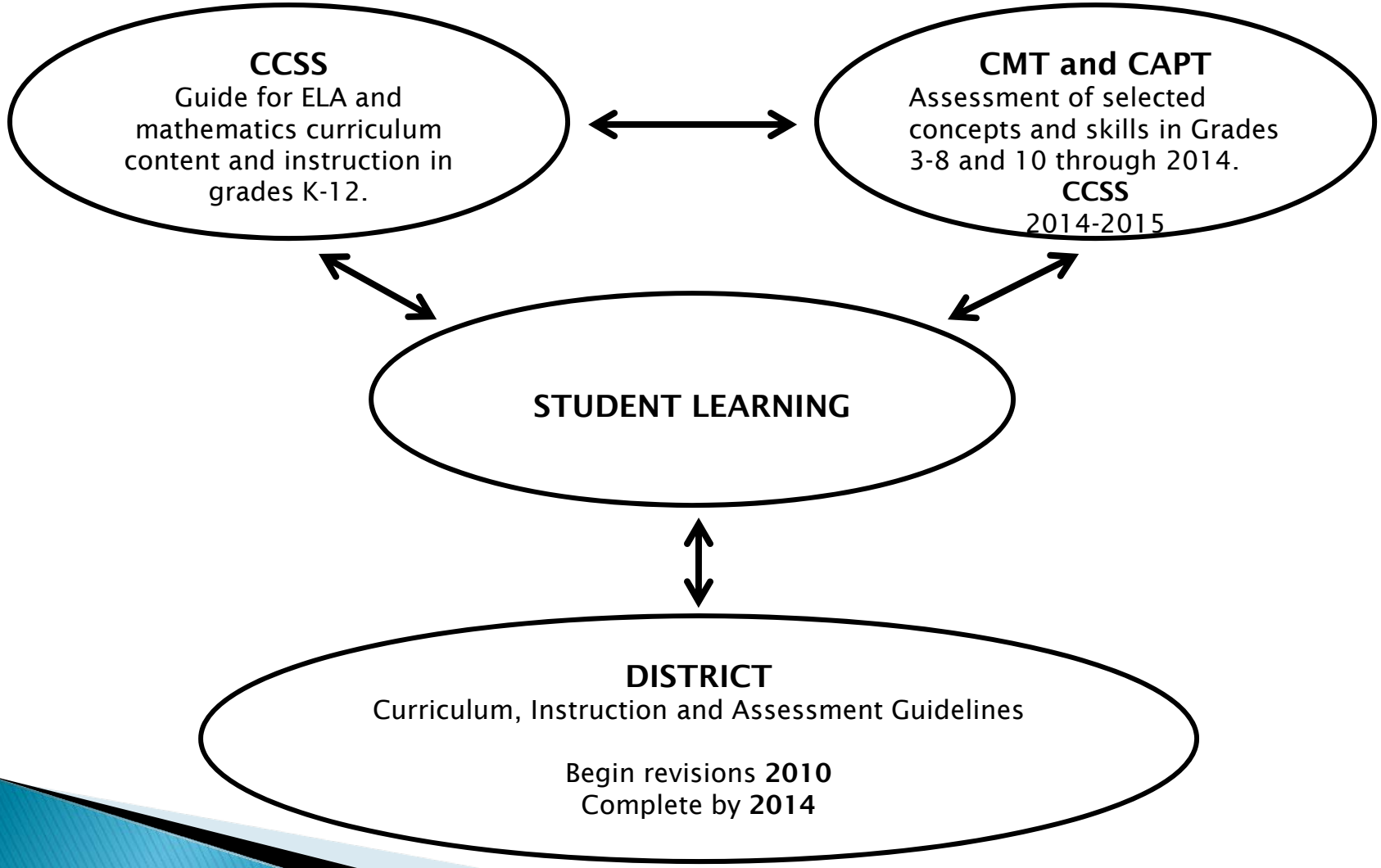
Sample of CT Mathematics Crosswalk

CCSS	CT Standard Match	CT Assessment	Notes
GRADE 1			
OPERATIONS and ALGEBRAIC THINKING			
Represent and solve problems involving addition and subtraction.			
CC.1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	**CT.1.1.2.5** Model real-life situations that represent the result of counting, combining and separation of sets of objects (addition and subtraction of whole numbers) with objects, pictures, symbols and open sentences. **CT.1.1.3.6** Demonstrate understanding of equivalence or balance with objects, models, diagrams, operations or numbers, e.g., using a balance scale, or an arm balance showing the same amount on both sides. **CT.1.2.2.13** Create problems and write one- and two-digit number sentences that reflect contextual situations and real world experiences. Solve the problems using a variety of methods including models, pictures, pencil and paper, estimation and mental computation, and describe the reasoning or strategies used. For example: Tell a story or draw a picture for a problem that. **CT.1.2.2.14** Solve contextual problems using all addition sums to 18 and subtraction differences from 10 with flexibility and fluency.	**CMT Strand 5: Models for Operations** **CMT3.5C** Write story problems from addition or subtraction number sentences. **CMT Strand 6: Basic Facts** **CMT3.6A** Add and subtract facts to 18. **CMT Strand 9: Solve Word Problems** **CMT 3.9A** Solve simple story problems involving addition (with/without regrouping) or subtraction (without regrouping). **CMT 3.9B** Solve simple story problems involving addition (with/without regrouping) or subtraction (without regrouping) with extraneous information.	CT standards and CCSS address open number sentences involving addition and subtraction of whole numbers. CCSS emphasize understanding the operations of addition and subtraction within 20, including unknowns in all positions. CT standards support the flexible and fluent use of addition to 18 and subtraction from 10, in addition to representing the operations in contextual situations.

Crosswalk Considerations and Curriculum

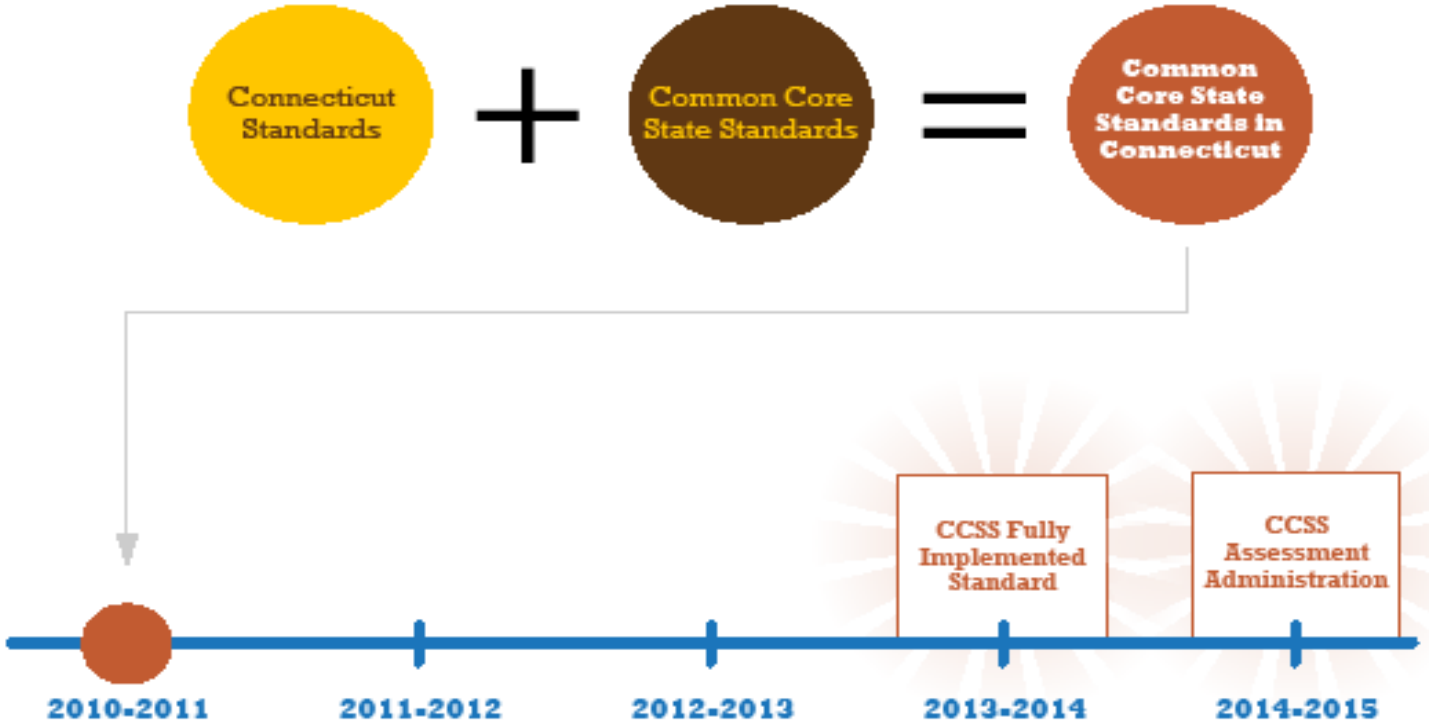
- Districts need to compare current curriculum to CCSS. Much will stay the same, however some CCSS concepts/skills may need to be added; some current standards move to a different grade.
- Current instructional materials may need to be supplemented, enhanced or moved to a different grade.
- Practicing and pre-service teachers need support to understand the impact of the CCSS on designing learning opportunities for students.
- State assessments will remain unchanged until 2014. CT is participating in the SMARTER Balanced Assessment Consortium charged with developing new assessments based on CCSS by 2015.

The SDE-District Connections



COMMON CORE STATE STANDARDS IN CONNECTICUT

IMPLEMENTATION GUIDE



CSDE Support

Timely information and ongoing support will include:

- Assessment development updates
- Standards crosswalk documents

http://www.ct.gov/sde/ccss

QUESTIONS

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