CCSS
COMMON CORE STATE STANDARDS
STATES CONNECT THROUGH COMMON CORE
ELK GROVE Unified School District

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GETTING TO THE CORE OF THE MATTER

THE COMMON CORE STATE STANDARDS IN ELK GROVE UNIFIED SCHOOL DISTRICT

Common Core State Standards Overview

Common Core State Standards (CCSS) are an updated set of academic standards that have been developed with the intention of unifying learning expectations for students across all states. Common Core State Standards bring strong advantages to students in California and in the United States. First, by unifying the expectations, assessments of educational quality and the federal funding that is based on such assessment will be more equitable. Second, students throughout the United States will be in a better position to compete with students throughout the world for university admission and for jobs in a global market. Finally, these standards define kindergarten through twelfth grade learning that will ensure that students are well prepared for post-secondary education and careers.

The CCSS have been adopted by 46 states across the United States. California's State Board of Education adopted the CCSS in August 2010. The National Education Association, American Federation of Teachers and California Teachers Association were included in the discussion and were given a voice in providing their input into the final version of the CCSS.

With the implementation of the CCSS, California will move away from the Standardized Testing and Reporting (STAR) assessment system, which was set to end in June of 2014, and move to a new system in the 2014-2015 school year. This new system will be referred to as the California Measurement of Academic Performance and Progress (CalMAPP). Within this system, students will take assessments referred to as Smarter Balanced Assessments, which includes shifting from paper-and-pencil tests to computerized assessments starting in the 2014-15 school year. The new assessments are designed to meet federal and state-level accountability requirements and provide teachers and parents with timely and accurate information to measure and trace individual student growth.

EGUSD 2013-2014 CCSS Implementation Plan

- K-12 implementation of CCSS for English-Language Arts.
- K-6 implementation of CCSS for Mathematics.
- 7-12 implementation of Eight Standards for Mathematical Practice.
- 7-8 Field testing of curricular materials for Mathematics.
- Smarter Balanced Assessment Consortium conducts second year field testing for state assessments; related research and data collection begins.
- EGUSD continues to offer professional learning on the CCSS.

Helpful Links

- EGUSD CCSS blog: http://blogs.egusd.net/ccss/
- CA Dept. of Education CCSS Student/Parents: http://www.cde.ca.gov/re/cc/index.asp
- National PTA CCSS FAQ http://www.pta.org/advocacy/content.cfm?ItemNumber=3683
- CCSS Resources for Special Education: http://www.cde.ca.gov/sp/se/cc/

COMPARISON AT A GLANCE:
How do the Math CCSS compare to the former state standards?

Topic	Previous Standards	CCSS
Content	Virtually all of California's former math standards are embedded within the CCSS – the major difference is that they are now found at grade levels that reflect a research-based coherence across grade levels K-8 and course levels in high school.	
	• Reflected a mile-wide-inch deep approach to topics covered in the curriculum. • Isolated standards taught to mastery. • Strands spiraled across grade levels without attention to mastery. • Focus on following a single procedure to arrive at a given answer.	• Fewer topics allow teachers to go deeply into content areas that require more time so teachers can go deeply into areas that require higher cognitive demand. • Concepts and domains are taught to mastery. • They provide a better foundation for practical applications by building coherent progressions that transition students from "doing the math" to "using the math." • Students will need to accurately calculate using equations, understand concepts not just memorize answers and formulas. • Focus and Coherence – There will be a focus on key topics at each grade level as well as coherent progressions across grade levels. • Balanced approach – Standards require an emphasis on procedural fluency, conceptual understanding and application with problem solving.
Organization	• K-7 grade level standards. • 8-12 course level standards. • Key standards became the primary target areas with a focus on procedural mathematics as tested on CST assessment.	**Standards for Mathematical Content** • K-8 grade level standards. • High school standards by course: integrated or traditional pathways are outlined in Appendix A in California Framework. **Standards for Mathematical Practice** • 8 standards consistent across all grade levels • Describe the habits of mind of a mathematical proficient student, or ways with which a student interacts, with the content standards.
Instruction	• Previous instruction encouraged a procedural-focused and teacher-centered delivery model: o An explicitly communicated learning objective o Teacher modeling o Guided student practice o Independent practice • Outcome-based assessments • Direct instruction of the algorithm without conceptual understanding or connections. • Fluency was practiced and mastery was done as isolated unconnected events (math facts without conceptual understanding).	• Student thinking centered classrooms. • Math CCSS requires greater focus and time committed to math instruction by teachers and deeper knowledge by students. • Standards for mathematical practices require students not only to understand the mathematics they do, but to use mathematics to problem solve and communicate their reasoning to others. • Fluency with the standard algorithm is developed only after conceptual understanding has been fully attained. • Perseverance – intentional or engineered struggle.