

Next Generation Assessments

WHAT IS SMARTER BALANCED ASSESSMENT CONSORTIUM (SBAC)?

Smarter Balanced is an assessment consortium of 26 states who have adopted the Common Core State Standards.

WHY AN ASSESSMENT CONSORTIUM?

Working together with other states who have adopted Common Core to develop new tools to monitor student progress is more efficient and economical.

WHAT WILL BE DIFFERENT FROM CURRENT CA STATE TESTING?

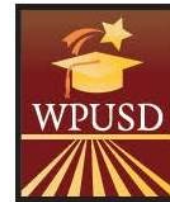
- SBAC measures achievement and growth in English-Language Arts/Literacy and Mathematics in grades 3-8 and high school
- SBAC is administered online in an interactive, adaptive format
- Assessment items include questions and performance tasks to measure critical thinking and problem solving skills
- Assessment system is linked to international benchmarks
- The online system will provide clear and timely feedback on student achievement and progress

PROJECTED TIMELINE

2013-2014: Transition to CA Common Core State Standards, Pilot items, if available

2014-2015: Implement Smarter Balanced Assessments

California's Common Core State Standards: A Parent's Guide



**WESTERN PLACER
UNIFIED SCHOOL DISTRICT**

**“Working together to provide a
comprehensive, systematic, rigorous
and relevant education to all students
in Placer County”**


GOLD IN EDUCATION

Gayle Garbolino-Mojica
County Superintendent of Schools

Why Common Core?

The Common Core State Standards (CCSS) is a state-led effort coordinated by the National Governors Association and the Council of Chief State School Officers (CCSSO).

PREPARATION: The standards were planned to address your child's expectations of higher education and career partners. They promote the use of Mathematics and Literacy in other subjects and in daily life.

COMPETITION: The standards are internationally measured regularly, ensuring our students are globally competitive.

EQUITY: Expectations are consistent for all students regardless of where a child lives or goes to school.

CLARITY:

- Focus - fewer concepts at each grade level at a greater degree of mastery.
- Coherent - a solid foundation and new understandings for students through connections to learning across grade levels.

COLLABORATION: The Common Core State Standards plan for collaborative work (by students and instructors) globally, thus increasing every student's achievement.



How you can support literacy at home:

- Encourage your student to read widely — from lots of different sources — in order for them to gain experience and practice reading different types of text.
- Question them about what they read including any vocabulary that is required for clear understanding of texts. Spend time on individual words, and also share your experience with words specific to a particular subject of study. Discuss words that have multiple or complex meanings. Discuss those words and how they add to what the writer is saying.
- Support their reading by encouraging them to work through books that may initially be too difficult. Read and reread the books together, taking the time to discuss key details from the text. Ask "why" and "how" questions that encourage your child to analyze text.

HELPFUL LINKS IN ELA:

2-PAGE AND 4-PAGE PARENT GUIDES (BY GRADE LEVEL)

<http://www.pta.org/parents/content.cfm?ItemNumber=2910>

ROADMAPS FOR THE COMMON CORE STATE STANDARDS (BY GRADE LEVEL)

<http://www.cgcs.org/Page/328>

English Language Arts

READING:

- A progressive development of reading comprehension ensures students gain more from what they read
- An emphasis on text complexity and sophistication in grade level text promotes necessary rigor

WRITING:

- Focuses on composing different types of writing:
 - Argumentative/opinion pieces
 - Informative/explanatory writings
 - Narrative texts
 - Research projects (brief as well as sustained inquiry)
- Infuses technology into creation, refinement, and collaboration in writing.

SPEAKING AND LISTENING:

- Focuses on **speaking** and **listening** in a range of settings, both formal and informal-academic, small-group, whole-class discussions
- Focuses on evidence-based conversations around text
- Requires interpretation and analysis of the message as presented through oral, visual, and multimodal formats

LANGUAGE:

- Includes conventions for writing and speaking
- Highlights the importance of *vocabulary acquisition* through a mixture of conversation, direct instruction, and reading
- Requires vocabulary to be addressed in the context of **reading, writing, speaking, and listening**.

*All underlined text is a link to resources at home. Push Ctrl and click to open link

What Does this Mean?

The **CCSS Math content standards** are more rigorous, more coherent, and more focused than most states' previous standards. They are more:

- **FOCUSED** in that teachers will now go deeper into the BIG IDEAS of mathematics and help students build a stronger foundation of mathematics. Students will learn fewer concepts at each grade level, but to a greater degree of comprehensive mastery.
- **COHERENT** in that teachers will intentionally connect the learning across grades so that students can strengthen their foundation and build new understandings. Teachers help students link major topics and see how other parts of mathematics support these major topics.
- **RIGOROUS** in that they require students to learn about how they think, calculate with speed and accuracy, become fluent with basic math facts and operations, and use mathematics in coordination and integration with any subject or technology in daily life.

The **English language arts and literacy standards** include **reading, writing, speaking, and listening** regularly in English language arts classes as well as in science, social studies, and technical subjects. Expect your child to:

- **BUILD KNOWLEDGE THROUGH CONTENT-RICH NONFICTION** reading in history, social studies, science, and the arts. Reading is crucial for life-long growth and achievement.
- **READ AND WRITE TEXT GROUNDED IN EVIDENCE** rather than asking students to respond to questions that they can answer solely from prior knowledge or experience.
- **PRACTICE WITH COMPLEX TEXT AND ACADEMIC LANGUAGE** because the ability to comprehend complex and technical texts is the most significant factor distinguishing a college- and career ready learner.

Mathematics

Every Math Class will build on:

- Conceptual Development
- Fluency with Core Skills
- Meaningful Learning

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

STANDARDS FOR MATHEMATICAL CONTENT:

- Grades K-5: Develop a strong concrete-to-conceptual foundation in number and operations, including fractions and decimals
- Grades 6-8: Develop a robust understanding of algebra, geometry, probability, and statistics
- High School: Apply mathematics and mathematical ways of thinking in novel situations, as college students and employees are regularly called upon to do



Making Math a Part of your Family's Life:

Always talk about math in positive ways
Know what your children are studying in math
Have high expectations for your children
Encourage your children to use technology in math
Make math an everyday part of your family
Notice mathematics in the world

Many ideas for helping students learn and enjoy mathematics may be found [here](#)

Questions while working on math with my child:

When your child isn't sure how to begin a problem:

- What have you tried? What steps did you take?
- What have you been doing in class that might be related to this problem?
- What do you know about this part of the problem?
- Is there a simpler, similar problem we can do first?

While your child is working on a problem, ask:

- How did you organize your information? Will a table help?
- What would happen if...?
- Show me what you did that didn't work.
- What could you do next? Do you see any patterns?

When your child finds an answer, ask:

- Does that answer make sense? Why do you think that?
- How did you get your answer? Do you think this is right?
- Convince me that your solution makes sense. Explain it in a different way.
- Is that the only possible answer?

WHAT CAN I DO AT HOME?

[Math At Home – English](#)

[Math At Home – Spanish](#)

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