

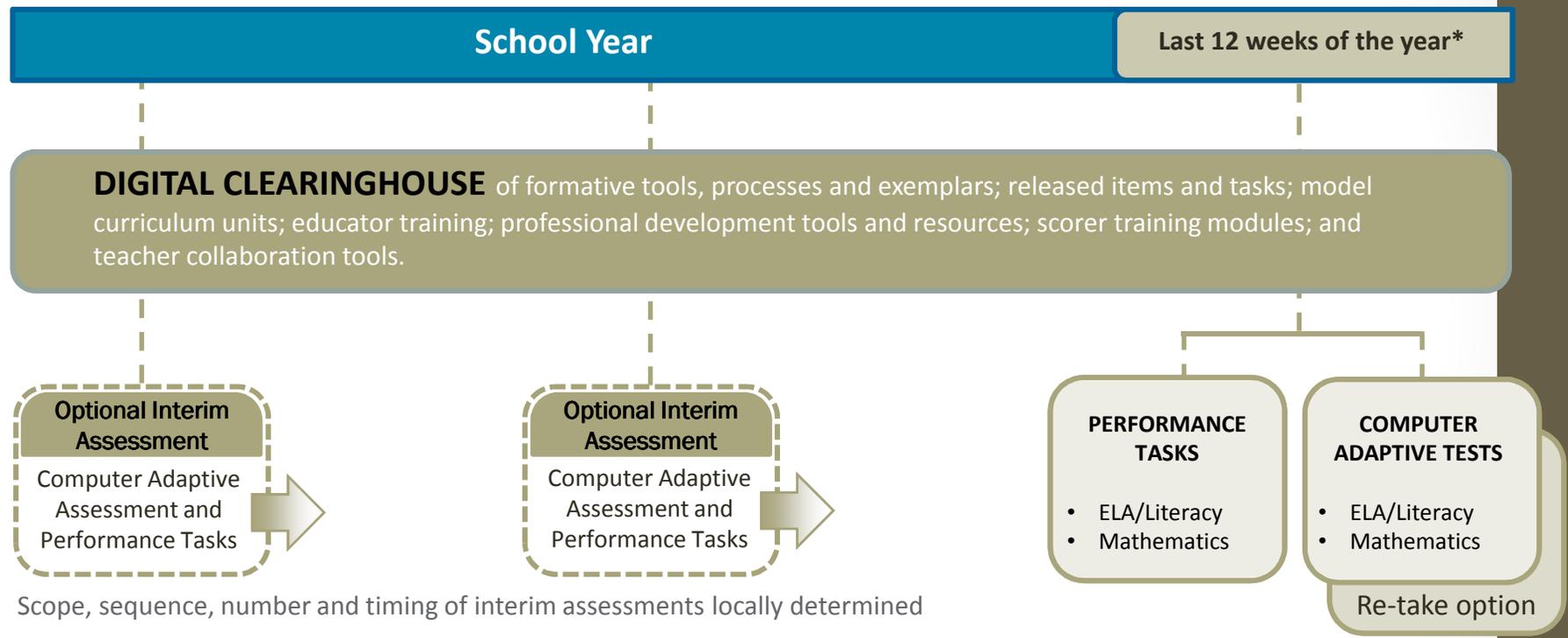
Pre K-12 Math Committee

November 25, 2013

Graduation Requirements & Smarter Balanced

A Balanced Assessment System

English Language Arts/Literacy and Mathematics, Grades 3-8 and High School



*Time windows may be adjusted based on results from the research agenda and final implementation decisions.

Learn More and Stay Engaged

- Visit us at:
SmarterBalanced.org
- Sign up for the e-newsletter
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[@SmarterBalanced](https://twitter.com/SmarterBalanced)

The screenshot shows the Smarter Balanced Assessment Consortium website. At the top left is the logo, and at the top right are links for Home, Contact Us, and Member States Login. Below the logo is a search bar with the text "What are you looking for?" and a "Search" button. A navigation menu includes links for ABOUT, SMARTER BALANCED ASSESSMENTS, K-12 EDUCATION, HIGHER EDUCATION, PARENTS & STUDENTS, and RESOURCES & EVENTS. The main content area features a large banner for "Technology Strategy Framework and System Requirements Specifications" with a sub-headline "Minimum specifications allow schools to determine which computers will support the administration of Smarter Balanced assessments in the 2014-15 school year." Below this is a section titled "Smarter Balanced Assessment Consortium" with a brief description and a "READ MORE" link. To the right is a "School Years" section with a list of years: 2009-2010, 2010-2011, 2011-2012, and 2012-2013 (highlighted). Below the "School Years" section is a "Latest News" section with a headline "Alaska Joins the Smarter Balanced Assessment Consortium" and a brief description with a "READ MORE" link.

Evolution to Smarter Balanced Summative Assessments in Washington

	Reading (end 2013-2014)	Writing (end 2013-2014)	English/LA (begin 2014-2015)	Math (end 2013-2014)	Math (begin 2014-2015)	Science (no change)
Grade 3	MSP		SBAC	MSP	SBAC	
Grade 4	MSP	MSP	SBAC	MSP	SBAC	
Grade 5	MSP		SBAC	MSP	SBAC	MSP
Grade 6	MSP		SBAC	MSP	SBAC	
Grade 7	MSP	MSP	SBAC	MSP	SBAC	
Grade 8	MSP		SBAC	MSP	SBAC	MSP
High School	See next slide			See next slide		Biology EOC

MSP = Measurements of Student Progress
 HSPE = High School Proficiency Exams
 EOC = End of Course exams
 SBAC = Smarter Balanced Assessment Consortium

With Summative High School Assessments in

	English/LA	Mathematics	Science (no change)
Grade 3	SBAC	SBAC	
Grade 4	SBAC	SBAC	
Grade 5	SBAC	SBAC	MSP
Grade 6	SBAC	SBAC	
Grade 7	SBAC	SBAC	
Grade 8	SBAC	SBAC	MSP
Grades 10 (until Class of 2019)	<i>Comprehensive ELA exit exam</i>	<i>Year 1 or Year 2 EOC exit exam</i>	<i>EOC Biology exit exam (until NGSS)</i>
Grade 11	SBAC – College and Career Ready	SBAC – College and Career Ready	
SBAC=SMARTER Balanced Assessment Consortium MSP= Measurements of Student Progress EOC= End of Course exams			

Assessment High School Graduation Requirements by Class

Class of...	English Language Arts		Mathematics	Science
2013 and 2014	Reading HSPE	Writing HSPE	Either Algebra or Geometry	
2015 and beyond	English Language Arts		<i>Either Algebra or Geometry</i>	Biology EOC (until NGSS)

Class of...	English Language Arts	Mathematics	Science
2015-2018	10th grade comprehensive ELA exit exam	Either Algebra or Geometry EOC exit exam	Biology EOC (until NGSS)
2019 and beyond	11 th grade college and career ready assessment (Smarter Balanced ELA)	11 th grade college and career ready assessment (Smarter Balanced Math)	Biology EOC (until NGSS)

What's Happening This Year, 2013-14?

- Exit exams remain the same (HSPE, EOC)
- CAA options remain the same
 - Class of 2013 had some relaxation of Collection of Evidence rules that had been newly implemented – these will not continue (COE limited to one submission per content area throughout HS, and requires two attempts on general assessment before submitting)
- Schools will be recruited for Smarter Balanced field test
 - Trying to avoid students having to take current test AND field test
 - Should know by end of August how double testing can be avoided

State of Mathematics

Survey Results

- 5 different sets of materials being used throughout the 14 elementary schools.
- Middle schools using Connected Math Project, teacher created materials, or a combination of both.
- High school materials – teachers are finding a lack of coherent alignment Common Core, particularly at Algebra 2.

- Lack of access to manipulatives
- Different supplemental materials
- Assessment tools for placement
- Data analysis support

- Teachers are working hard to support students in the classroom, while learning about the new standards.
- A particular focus on Special Education, intervention, and highly capable support.

Algebra 1

- If we want our students to access and be successful in Algebra 1 then we need to ensure their K-8 experience is one that builds a solid foundation in mathematics to support their future learning.

The Bellingham Promise

- We, as a community, make a collective commitment to Bellingham's children...to develop students and graduates who are:
 - Mathematicians
 - Critical thinkers and problem solvers
 - Effective communicators
 - Leaders, collaborators and team players
 - Confident individuals who continuously challenge themselves

What is an effective math classroom?

- Turn and talk to your elbow partner about one thing that resonated with you.

How People Learn

- Read the overview
- Turn and talk to your other elbow partner and discuss the classroom implications.

Common Core Overview

Understanding the CCSS Initiative

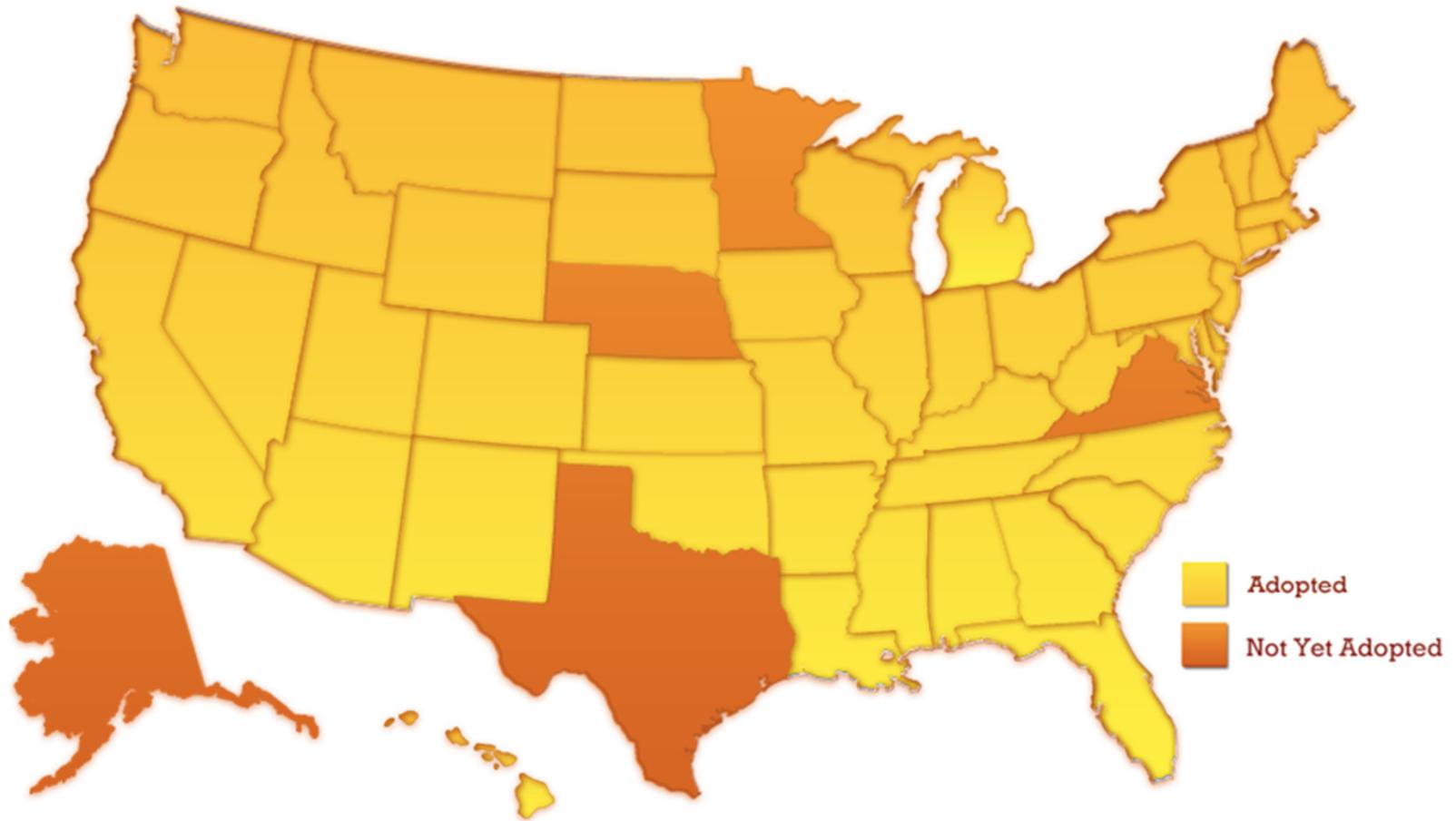
- Developed by:
 - National Governor's Association (NGA)
 - Council of Chief State School Officers (CCSSO)
- Adopted by Washington State in July 2011
- Career or college ready skills
- Creates equity and access to learning

What are the Common Core State Standards?

- Align with college and work expectations;
- Are clear, understandable, consistent;
- Include rigorous content and application of knowledge;
- Build on strengths and lessons of current state standards; and
- Prepare all students for success in global economy and society.



CCSS Formal Adoption



Why Common Core State Standards for Washington?

- Benchmarked to high national and international standards
- Expectations are the same for students across most states
- States pool resources and expertise

ELA/Literacy & Math Shifts

6 Shifts in ELA/Literacy

- Balancing Informational and Literary Text
- Building Knowledge in the Disciplines
- Staircase of Complexity
- Text-based Answers
- Writing from Sources
- Academic Vocabulary

3 Shifts in Mathematics

Focus

Coherence

Rigor:

- Conceptual Understanding

- Procedural Fluency

- Application

Major Shifts within Mathematics CCSS

- 1. Focus:** Focus strongly where the standards focus.
- 2. Coherence:** Think across grades, and **link** to major topics
- 3. Rigor:** In major topics, pursue **conceptual understanding**, procedural skill and **fluency**, and **application**

Mathematics Shift 1: Focus

What the Student Does...	What the Teacher Does...	What the Principal Does...
<ul style="list-style-type: none">•Spend more time thinking and working on fewer concepts.•Being able to understand concepts as well as processes (algorithms).	<ul style="list-style-type: none">•Make conscious decisions about what to excise from the curriculum and what to focus•Pay more attention to high leverage content and invest the appropriate time for all students to learn before moving onto the next topic.•Think about how the concepts connects to one another•Build knowledge, fluency and understanding of why and how we do certain math concepts.	<ul style="list-style-type: none">•Work with groups of math teachers to determine what content to prioritize most deeply and what content can be removed (or decrease attention).•Determine the areas of intensive focus (fluency), determine where to re-think and link (apply to core understandings), sampling (expose students, but not at the same depth).•Determine not only the what, but at what intensity.•Give teachers enough time, with a focused body of material, to build their own depth of knowledge.

Mathematics Shift 2: Coherence

What the Student Does...	What the Teacher Does...	What the Principal Does...
<ul style="list-style-type: none">• Build on knowledge from year to year, in a coherent learning progression	<ul style="list-style-type: none">• Connect the threads of math focus areas across grade levels• Think deeply about what you're focusing on and the ways in which those focus areas connect to the way it was taught the year before and the years after	<ul style="list-style-type: none">• Ensure that teachers of the same content across grade levels allow for discussion and planning to ensure for coherence/threads of main ideas

Mathematics Shift 3: Rigor

Conceptual Understanding

What the Student Does...	What the Teacher Does...	What the Principal Does...
<ul style="list-style-type: none">•Show, through numerous ways, mastery of material at a deep level•Use mathematical practices to demonstrate understanding of different material and concepts	<ul style="list-style-type: none">•Ask yourself what mastery/proficiency really looks like and means•Plan for progressions of levels of understanding•Spend the time to gain the depth of the understanding•Become flexible and comfortable in own depth of content knowledge	<ul style="list-style-type: none">•Allow teachers to spend time developing their own content knowledge•Provide meaningful professional development on what student mastery and proficiency really should look like at every grade level by analyzing exemplar student work

Mathematics Shift 3: Rigor

Procedural Fluency

What the Student Does...	What the Teacher Does...	What the Principal Does...
<ul style="list-style-type: none">•Spend time practicing, with intensity, skills (in high volume)	<ul style="list-style-type: none">•Push students to know basic skills at a greater level of fluency•Focus on the listed fluencies by grade level•Create high quality problem sets, in high volume	<ul style="list-style-type: none">•Take on fluencies as a CC aligned activity and build school culture around them.

Mathematics Shift 3: Rigor

Application

What the Student Does...	What the Teacher Does...	What the Principal Does...
<ul style="list-style-type: none">• Apply math in other content areas and situations, as relevant• Choose the right math concept to solve a problem when not necessarily prompted to do so	<ul style="list-style-type: none">• Apply math including areas where its not directly required (i.e. in science)• Provide students with real world experiences and opportunities to apply what they have learned	<ul style="list-style-type: none">• Support science teachers about their role of math and literacy in the science classroom• Create a culture of math application across the school

Readings

- The Grecian Urn
- Find 2 people in the room that you haven't talked to yet, what did you take away from this article?

- The Publisher's Criteria
- Count off 1-5
- Each read a section and share what you learned, Go Around Protocol.