Are you smarter than a CVUSD student?

~ COMMON CORE STATE STANDARDS EDITION ~

January 29, 2014
Presented by Newbury Park cluster schools
AGENDA

- Overview of Common Core State Standards (CCSS)
- Standardized Test Changes
- CCSS Instructional Focuses/Strategies
  - Webb’s Depth of Knowledge
- Are You Smarter than a CVUSD Student?
  - Sample Questions
  - The Experts Weigh In
Overview of Common Core State Standards
Common Core State Standards

- **What?**
  - Nation wide standards

- **Why?**
  - Preparation
  - Accountability
  - Text complexity
  - Consistency

- Design

- **Goal = College and career ready**
Senate Bill 1 from the 5th Extraordinary Session (SBX5 1) established an Academic Content Standards Commission to develop standards in math and English.

This bill stated that 85 percent of a state’s standards needed to consist of the CCSS with up to 15 percent additional material.

Standards were adopted in August 2010.

California adopted 100% of the CCSS.
Focus of ELA/ Literacy Standards

- Focus on **text complexity**
- Anchor in **college and career readiness**
- Address **reading and writing across the curriculum** (History/Social Studies, Science, and Technical Subjects)
- Emphasize the analysis of **informational text & literacy text**
- Focus on **writing arguments** and drawing evidence from a variety of sources
Focus of Math Standards

- Defines what students should understand and be able to do, balancing procedure and understanding.

- Sets grade level standards for K-8.

- Identifies standards for Algebra 1.

- High school standards are organized by conceptual clusters (Number and Quantity, Modeling, Algebra, Geometry, Statistics and Probability.)
A Schematic Representation of CCSSM content

Counting and Cardinality

Operations and Algebraic Thinking

Ratio and Proportions

Functions

Algebra and Functions

Number and Operations Base Ten

Number and Operations Fractions

The Number System

Number and Quantity

Measurement and Data

Statistics and Probability

Geometry

Statistics and Probability

Geometry

SMATER
Balanced Assessment Consortium
Standardized Test Changes
Standardized Test Changes

- STAR test in Science will continue in 2014 for 5th and 8th Grades (CST and CMA)

- SBAC English and math computer based assessment will take place in Spring of 2014 for grades 3-8, 11

- Testing Window: March 18 – May 2
Webb’s Depth of Knowledge
Webb’s Depth of Knowledge

Level One (Recall)
Level Two (Skill/Concept)
Level Three (Strategic Thinking)
Level Four (Extended Thinking)

Describe
Explain
Interpret

Memorize
Compare & Contrast
Create & Synthesize
Justify Response
<table>
<thead>
<tr>
<th>Depth of Knowledge Level</th>
<th>Approx. % of CST or Other Typical Standardized Testing, K-12</th>
<th>Approx. % of SMARTER Balanced Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>55-60%</td>
<td>15-20% Memorize</td>
</tr>
<tr>
<td>Level 2</td>
<td>25%</td>
<td>40% Compare &amp; Contrast</td>
</tr>
<tr>
<td>Level 3</td>
<td>15-20%</td>
<td>30% Justify Response</td>
</tr>
<tr>
<td>Level 4</td>
<td>0%</td>
<td>10-15% Create &amp; Synthesize</td>
</tr>
</tbody>
</table>

Note: Percentages will vary by grade-level, content area, and exam. SBAC percentages are based on preliminary test blueprints and subject to change.
NAME THAT LEVEL!

Revise
Assess
Critique
Compare
Cite Evidence
Construct
Investigate
Draw Conclusions
Differentiate
Hypothesize
Level 3
NAME THAT LEVEL!

Define
Name
Quote
List
State
Recognize
Illustrate
Match
Repeat
Tell
Recite
Calculate
Recall
Draw
Level 1
NAME THAT LEVEL!

Design
Connect
Synthesize
Apply Concepts
Analyze
Critique
Create
Prove
Level 4
NAME THAT LEVEL!

Infer  
Categorize  
Construct  
Graph  
Relate  
Classify  
Collect and Display  
Compare  
Interpret  
Predict  
Summarize  
Separate  
Estimate  
Cause and Effect  
Distinguish  
Show  
Organize  
Make Observations
Level 2
ARE YOU SMARTER THAN A CVUSD STUDENT?
The following is the beginning of an opinion article that a student is writing for the school newspaper. The article needs more support for the reasons why students should be given more choices in the cafeteria. Read the beginning of the article and the directions that follow.

Students should be given more choices in the cafeteria. Giving students different food choices can help them in their everyday lives. Also, giving students more choices will keep students from being wasteful. There are many things on the menu that students do not like. Making this change will definitely make students happier.

Choose two sentences that support the reasons given in the paragraph.

A) Students want to have foods that they can eat quickly.

B) There are many students who take their lunches to school.

C) If students are given more choices of what to eat at school, less food will be thrown away every day.

D) Letting students choose from many foods will help them learn how to make good food choices when they are not in school.
The answer is: ___________________.
C and D
Look at the figure.

Each square in the figure is 1 square unit.

Which equation shows the area of this figure in square units?

- A  $8 + 6 + 8 + 6 = 28$ square units
- B  $8 + 8 + 8 + 8 + 8 = 40$ square units
- C  $6 + 6 + 6 + 6 + 6 + 6 + 6 = 42$ square units
- D  $6 + 6 + 6 + 6 + 6 + 6 + 6 + 6 = 48$ square units
The answer is: ______________ D ______________.
Maddie is writing a story for her class. It is about her first day of school this year. Read this paragraph from the story and the directions that follow.

The first day of school is always a bit wild. This year, I just was not thinking about what I was doing and walked to my old classroom. I looked at the smaller desks and the smaller students and wondered where my friends were. Then the teacher looked up and said, “Excuse me, what is your name?” I gave her my name and was told that I was not in the right class. I looked around and realized what I had done. I left as quickly as I could and hurried to my new classroom. What a silly mistake! I have definitely had better starts to a new school year.

Choose the sentence that is punctuated correctly.

A. I gave her my name and was told, “that I was not in the right class.”

B. “I gave her my name,” and was told that I was not in the right class.

C. “I gave her my name and was told, I do not believe you are in the right class.”

D. I gave her my name and was told, “I do not believe you are in the right class.”
The answer is: ___________________.

D
Drag each number into the correct answer space.

<table>
<thead>
<tr>
<th>Factors of 27</th>
<th>Factors of 35</th>
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</thead>
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<tr>
<td>1</td>
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</tr>
<tr>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>27</td>
</tr>
<tr>
<td>7</td>
<td>35</td>
</tr>
</tbody>
</table>
Factors of 27: 1, 3, 9, 27
Factors of 35: 1, 5, 7, 35
A student is writing an opinion letter to her teacher about snacks in her classroom. Read the letter. Then, answer the question that follows.

Dear Mrs. Johnson,

I am writing to make a suggestion that you allow students to keep healthy snacks in our desks to eat whenever we want. During class, we are often hungry, and it distracts us from our work. If we can have a snack whenever we want one, instead of just at snack time, I think students would be able to concentrate better on their assignments. In addition, healthy snacks are good brain food. Therefore, they would help us finish our work on time and get better grades. I know you might say that the room would be too messy with all of the snacking going on, but I bet that students would agree to clean up after themselves if they could have snacks when they want them.

Sincerely,
Tina Young

Which sentence is the best closing statement for this student’s letter?

A. Please allow us to bring snacks that are easy to clean up and keep in our desks until snack time.
B. Please think about requiring students to bring only healthy snacks to school for snack time so that they will get better grades.
C. Please consider my request for keeping snacks in our desks in the classroom so that we may have them whenever we are hungry.
D. Please ask all of the students if they would like to bring something healthy for snack time every day so that they can focus on their work.
The answer is: ___________________ C ___________________.
Several expressions are shown.

Decide if the value of the expression is less than, equal to, or greater than 15.

Drag the expressions to the correct category in the chart.

<table>
<thead>
<tr>
<th>Less than 15</th>
<th>Equal to 15</th>
<th>Greater than 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2 \times \frac{1}{2} \times (5 \times 3))</td>
<td>((5 \times 3) \div 5)</td>
<td>(\frac{1}{4} \times (5 \times 3))</td>
</tr>
<tr>
<td>((5 \times 3) + 6)</td>
<td>(20 - (5 \times 3))</td>
<td>((5 \times 3) \times (8 - 7))</td>
</tr>
<tr>
<td>(1 \times (5 \times 3))</td>
<td>(2 \times (5 \times 3))</td>
<td></td>
</tr>
</tbody>
</table>
The answer is: ___________________.

<table>
<thead>
<tr>
<th>Less than 15</th>
<th>Equal to 15</th>
<th>Greater than 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>$(5 \times 3) \div 5$</td>
<td>$2 \times \frac{1}{2} \times (5 \times 3)$</td>
<td>$(5 \times 3) + 6$</td>
</tr>
<tr>
<td>$\frac{1}{4} \times (5 \times 3)$</td>
<td>$1 \times (5 \times 3)$</td>
<td>$2 \times (5 \times 3)$</td>
</tr>
<tr>
<td>$20 - (5 \times 3)$</td>
<td>$(5 \times 3) \times (8 - 7)$</td>
<td></td>
</tr>
</tbody>
</table>
Kate waters the garden every 3 days and weeds it every 4 days.

She does both on April 2nd.

What is the next date that she will both water and weed her garden?

Select that date on the calendar.
Lisa is writing an informational essay for her history class. Read a paragraph from her draft and the directions that follow.

On July 20, 1969, Neil Armstrong, a Korean War veteran, and Buzz Aldrin were the first two humans to land on the Moon. The next day, Armstrong was the first to ever step foot onto the Moon’s surface, with Aldrin joining him a few minutes later. While on the surface, the two astronauts collected soil samples, planted a US flag, and spoke to President Richard Nixon, a Republican President from California, through a telephone-radio transmission.

Which two details are unnecessary and should be removed from the paragraph?

A. “July 20, 1969” and “collected soil samples”
B. “a Republican President from California” and “through a telephone-radio transmission”
C. “a Korean War veteran” and “a Republican President from California”
D. “to ever step foot onto the Moon’s surface” and “a Korean War veteran”
The answer is: _______________ C
Kayla asked 10 students in her class whether they owned a dog or a cat or both.

Drag one number into each box to complete the table, given this information:

- 40% of the students own a dog.
- 30% of the students own a cat.
- 10% of the students own both a dog and a cat.

<table>
<thead>
<tr>
<th></th>
<th>Dog</th>
<th>No Dog</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Cat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>
The answer is: ___________________.

# 9 - Grade 8 Math

<table>
<thead>
<tr>
<th></th>
<th>Dog</th>
<th>No Dog</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cat</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>No Cat</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
</tbody>
</table>
The following excerpt is from a writer’s informational paragraph about the Ferris wheel. Read the paragraph and click on the sentence the writer should revise to maintain a consistent focus.

The first Ferris wheel was built for the World’s Fair of 1893. It was a colossus that weighed about 2,100 tons. The diameter of the wheel was 250 feet. Its 36 cars were each as big as a trolley car that could hold 60 people. In one day, the Ferris wheel carried up to 38,000 riders. In all, about 1.5 million fair-goers enjoyed the first Ferris wheel. Although the first Ferris wheel was a hit, it did not achieve the lasting fame of the Eiffel Tower.
The answer is: ___________________.

7th Sentence
A car rental company charges customers an initial charge plus a daily charge to rent cars. The initial charge is $30 and the daily charge is $25.

The rental company charged Jacob $180.

Create an equation that can be used to find the number of days, \( x \), Jacob rented the car.

Click the buttons to create your answer.
The answer is: $30 + 25x = 180$. 
Thank you for coming!
Bibliography

Content:
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