



workplace, the CCSS place an emphasis on developing literacy in history, science, and technical subjects. The CCSS also focus on applying mathematical ways of thinking to real world challenges, helping students develop a depth of understanding and ability to apply mathematics to novel situations.

In addition, the new CCSS require significant student collaboration, fluency with multimedia and technology, and the development of strong complex reasoning, problem solving, and communication skills. Elements such as these transcend subject matter and demand a re-examination of our existing system of professional learning, curricula development, assessments, and accountability. Further, California's active participation in new CCSS system-related multi-state collaborations present the state with additional opportunities to expand and improve upon previous standards implementation efforts.

California's Diverse Stakeholders

A systems approach to implementing the CCSS provides coherence and necessitates extensive communication and collaboration among all of California's educational stakeholders. The CDE is working diligently to ensure clear communications and expectations, and this document is an important component of this goal. Yet, without the engagement and assistance of all educational stakeholders, the CDE cannot successfully oversee the implementation of the CCSS. The role of each stakeholder group in contributing to the implementation is vitally important to the success of the plan.

The CCSS were created by representative groups of teachers, administrators, parents, content experts, and education professionals, each bringing a unique educational perspective into the development. For the implementation of the CCSS to be successful, it will take a vast majority of all members of these groups working to achieve the common goals.

Teachers are the front line in implementing the CCSS—they create and provide daily classroom lessons. School site administrators provide teachers with instructional leadership and maintain a safe learning environment for both students and teachers. District administrations and elected boards can establish policies designed to facilitate state and federal programs and empower teachers and site administrators with local creativity and flexibility. County offices of education can provide technical assistance and professional learning support at the regional level for the schools and districts they serve.

The CDE and the SBE are the entities responsible for integration of the CCSS into the statewide educational system. They implement the law established by state and federal elected officials through administration of statewide programs. State and federal elected officials can support implementation by creating and opening doors for opportunity.

Working with state officials and local districts, institutions of higher education can seek to cultivate student college readiness, and in working with the Commission on Teacher Credentialing, can ensure high quality teacher preparation.

But beyond these governmental groups, a wide array of community partners can seek to support educators in many ways. Professional organizations, including those supporting and representing educators, are a key component in providing information, feedback, and support throughout the implementation process. This document not only charts the path for CCSS systems implementation but illuminates opportunities for extensive involvement.

The role of the families, parents, and guardians is all encompassing. Involvement at every level of their student's

Guiding Strategy One

1. Facilitate high quality professional learning opportunities for educators to ensure that every student has access to teachers who are prepared to teach to the levels of rigor and depth required by the CCSS.

Successful implementation of the CCSS requires strong instructional leadership in every school and well-prepared teachers in every classroom. In order for any standards-based system to be successful, educators must possess a thorough understanding of what students are expected to know and be able to do, as well as an array of instructional strategies designed to support every student in meeting those expectations. There are a number of differences between the California content standards adopted in 1997 and the CCSS. It is critical to the success of the CCSS system that every educator, at every stage of his or her career, has access to high quality professional learning opportunities that develop facility with the new standards and a variety of instructional strategies that will support student attainment of them.

The CDE will work with the Commission on Teacher Credentialing (CTC) to ensure that pre-service teachers and administrators have access to programs that provide the pedagogical and content knowledge needed to successfully support student attainment of the CCSS. Similarly, induction programs will reflect and support effective teaching of the CCSS-aligned material. Collaborations with higher education and the coordination of programs will guide revisions to teacher competencies, credentialing, and course work for students in all teacher preparation and credentialing programs.

The CDE will also collaborate with various educational entities; including the county offices of education, educator professional associations, and stakeholder organizations; to ensure that existing and newly developed CCSS-aligned resources are efficiently and adequately distributed to educators throughout California and will maintain ongoing communication with the higher education community in the development of professional learning resources for educators.

The CDE will compile a list of professional learning activities and resources that are currently available and conduct needs surveys to determine what professional learning activities and resources are most needed by LEAs. The CDE will then form a design team to develop criteria for new professional learning modules designed to meet the identified needs of educators. Modules will be available for both individual study and group activity, web-based and school-based delivery, and will assist in the implementation of the CCSS and increase the effectiveness of teachers based on the *California Standards for the Teaching Profession* and the *Learning Forward Standards for Professional Learning*. Topics will include instructional strategies to support all learners including English learners, pupils with disabilities, and underperforming students; instructional strategies that promote creativity, innovation, critical thinking, problem solving, collaboration and communication skills; the integration of subject area content knowledge; and instructional leadership and coaching. The CDE will refine its existing Professional Development Opportunities Web site to identify activities aimed at transitioning to the CCSS.

Traditionally, once the SBE adopts standards, the CDE develops new curriculum frameworks that provide guidance regarding instructional strategies to support student achievement of the standards. In 2009, California enacted a series of laws that

Guiding Strategy One

California Department of Education Implementation Activities

	Awareness	Transition	Implementation
Development of Professional Learning Modules	<ul style="list-style-type: none"> Identify high-quality professional learning opportunities that are aligned to CCSS and representative of the SBAC assessments (fall 2011) Compile a list of existing state and national professional learning activities (2012) Conduct a needs assessment of LEAs to determine and prioritize professional learning needs (November 2011–January 2012) Establish a design team to develop guidelines for professional learning modules (January 2012) Collaborate with stakeholders to establish a work plan for professional development activities and priorities (November 2011–January 2012) 	<ul style="list-style-type: none"> Participate in development of professional learning opportunities created by county offices of education and other providers of professional development (June–December 2011) Develop guidelines for model professional learning modules based upon the Standards for Professional Learning and the California Standards for the Teaching Profession (CSTPs) (February 2012) Oversee development of the first set of 4–6 professional learning modules (July 2012) Inform LEAs of allowable use of federal supplemental funds (i.e., Title II) in professional learning opportunities aligned to the CCSS 	<ul style="list-style-type: none"> Conduct Web-based and site-based seminars for facilitators on professional learning modules (July 2012–September 2013) Conduct evaluation of effectiveness of existing modules and revise as needed Develop 8–10 new modules as needed (September 2013)
Educator Preparation and Induction Programs	<ul style="list-style-type: none"> Discuss with the CTC the need to review the teacher preparation and Beginning Teacher Support and Assessment (BTSA) program requirements, as well as teacher performance expectations for necessary changes for alignment to the CCSS Communicate with institutions of higher education regarding the CCSS and new requirements for teacher and administrator preparation programs Build collaborations with the higher education community to align teacher competencies and standards for special education programs and credentialing 	<ul style="list-style-type: none"> Work with the CTC to incorporate new requirements into teacher preparation and BTSA programs and create teacher performance expectations Work with institutions of higher education to revise teacher and administrator preparation programs to align with the CCSS and new CTC requirements Collaborate with higher education, addressing teacher preparation issues for early childhood and career technical education, English learners, students with disabilities, underperforming students, use of assessment data to inform instruction, and integration of the CCSS 	<ul style="list-style-type: none"> Work with BTSA Regional Infrastructure to ensure CCSS are included within local BTSA programs Support institutions of higher education implementation of CCSS in appropriate coursework

Suggestions and Opportunities for LEAs			
2011-12	2012-13	2013-14	2014-15
<ul style="list-style-type: none"> Support professional learning to promote awareness of and familiarity with the CCSS <i>Area of focus:</i> Compare and contrast the CCSS with the 1997 content standards Conduct local needs assessment to identify needs and set priorities for professional learning and develop local professional learning plan based on identified needs and full implementation in 2014-15 	<ul style="list-style-type: none"> Support ongoing professional learning to promote transition to the CCSS based upon priorities established in local plan <i>Areas of focus</i> may include: <ul style="list-style-type: none"> Mathematics: the standards for mathematical practice, modeling, and content shifts in mathematics for grades K-8 English language arts: text complexity, text-based questions and tasks, developing literacy across the content areas, writing informational text collaborative conversations, the new English Language Development (ELD) standards New Challenges: transitioning to the SBAC assessment system, effective utilization of technology and media, 21st century skills, career and college readiness 		<ul style="list-style-type: none"> Provide professional learning to support full implementation of the CCSS <i>Areas of focus:</i> content shifts in mathematics, transition to SBAC assessments
<ul style="list-style-type: none"> Utilize new resource from the CDE: <i>A Look at Kindergarten Through Grade Six in California Public Schools</i> and companion Webinars 	<ul style="list-style-type: none"> Utilize new resources from the CDE: New professional learning modules (available summer 2012) 	<ul style="list-style-type: none"> Utilize new resources from the CDE: New professional learning modules (summer 2013) and curriculum frameworks (math available fall 2013, ELA available spring 2014) 	
<ul style="list-style-type: none"> Subscribe to the CDE's CCSS Resources and SBAC Web pages listservs to remain apprised of the latest developments and resources related to CCSS systems implementation and utilize resources as appropriate Regularly review the CDE's Professional Development Opportunities Web page and utilize resources as appropriate Review and utilize professional learning resources available on CDE-hosted or sponsored web portals including archived webinars and presentations on CDE on iTunes U Utilize CCSS professional learning resources offered by professional associations and your county office of education Participate in California Subject Matter Projects offerings for research-based instructional strategies and assessment tools 			

Appendix A: Local CCSS Systems Implementation Plan Template

Each of California's LEAs should develop its own local plan for CCSS systems implementation based on local needs and resources. To facilitate the process of local plan development, this section of the document offers a template organized around the significant milestones of CCSS systems implementation. The template denotes full implementation of CCSS systems by the 2014-2015 school year. LEAs may wish to augment their local plans with elements from the Suggestions and Opportunities for LEAs charts distributed throughout the document or delete elements as appropriate to create a plan that is tailored to local needs.



Appendix A: Local CCSS Systems Implementation Plan Template

2011-2012	CDE/SBE Activity	LEA Activity
Fall	<ul style="list-style-type: none"> A Look at Kindergarten Through Grade Six in California Public Schools released 	<ul style="list-style-type: none"> Begin development of local implementation plan based on full implementation of the CCSS system in 2014-2015 Conduct local needs assessment to identify needs and set priorities for professional learning and develop local professional learning plan based on identified needs and full implementation in 2014-15 <ul style="list-style-type: none"> Suggested Area of focus: <ul style="list-style-type: none"> Working in grade-level teams, compare/contrast the CCSS with the 1997 content standards and begin to incorporate new skills in the CCSS into instructional planning Subscribe to the CDE's CCSS Resources and SBAC Web pages listservs to remain apprised of the latest developments and resources related to CCSS systems implementation Review and utilize professional learning resources available on CDE-hosted or sponsored web portals including archived webinars and presentations on CDE on iTunes U Utilize CCSS professional learning resources offered by professional organizations, California Subject Matter Projects, and your county office of education Identify CCSS that current materials do not support (use supplemental instructional materials review evaluation criteria for grades K-8) and develop lessons using resources from the library, internet, and primary source documents
Winter	<ul style="list-style-type: none"> Establish design team to develop guidelines for professional learning modules (January) Convene education experts to update the ELD standards (April-June) Evaluation criteria for supplemental instructional materials review approved by SBE* (January) Timeline and general plan for revision of the mathematics curriculum framework approved by the SBE* (January) 	<ul style="list-style-type: none"> Provide opportunities for professional learning to develop understanding of difference between interim assessments and formative practices Visit STAR Web site for released test questions and constructed responses. Mirror the format into quiz/test questions and weekly writing prompts
Spring	<ul style="list-style-type: none"> Online technology readiness tool available (March) Timeline and general plan for revision of the English language arts curriculum framework approved by the SBE* (May-projected) 	<ul style="list-style-type: none"> Utilize online technology readiness tool to evaluate current technology and infrastructure

Appendix B: County Offices of Education Service Offerings

County superintendents and their staff are committed to assisting in the important work ahead to successfully and thoughtfully implement CCSS. Counties have tremendous expertise to offer in developing products and training and their relationship with their school districts places them in a unique position to assist in planning and in reaching classroom teachers. Counties provide localized common quality professional development statewide, whether at the overview level or a deeper dive into specific subject matter, and have developed training materials that prepare teachers to transition to the CCSS. Counties may also provide assistance in implementing the CCSS by:

- Working with PI schools and their districts through the Regional System for District and School Support (RSDSS) and other county technical assistance work to revise school and LEA plans and addendums
- Aligning the Advancement Via Individual Determination (AVID) curriculum and training through the AVID centers in county offices
- Working through the Title III regional leads to assist LEAs that have failed to meet their annual measurable achievement objectives (AMAO)
- Working through the After School regional leads in county offices to align training with the CCSS
- Working through the California Preschool Instructional Network (CPIN) to include alignment of TK with the preschool foundations and CCSS
- Hosting focus sessions on revisions of frameworks, ELD standards, CTE standards and other key issues and documents

The information in Appendix B was provided by California County Superintendents Educational Services Association for inclusion in the CCSS systems implementation plan specifically to highlight how COEs can assist local districts. School districts and the students they serve will benefit significantly when CCSS implementation efforts are coordinated at the local, county, and statewide levels.



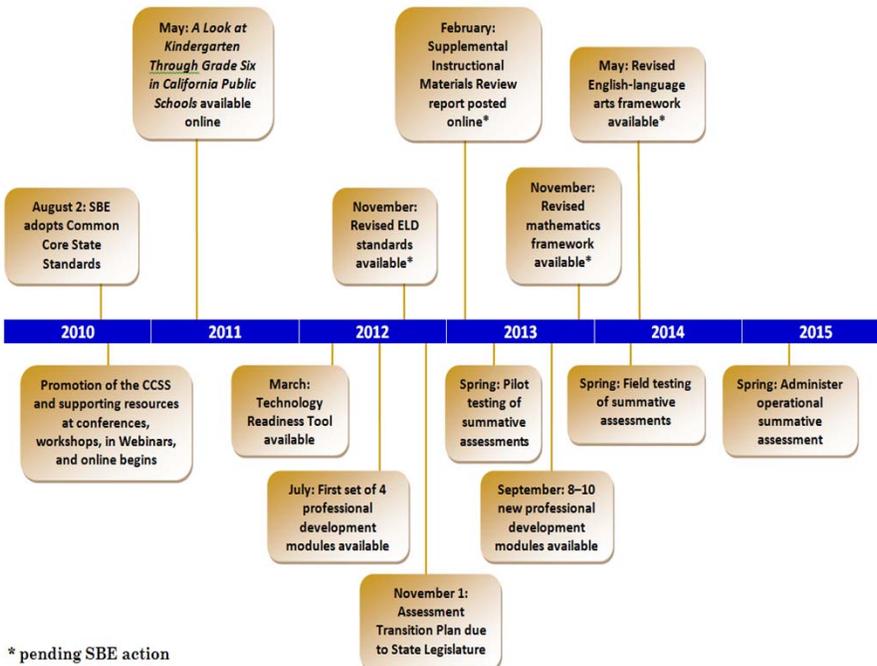
Appendix C: Resources from California Implementation Partners

The challenge of integrating the CCSS into all facets of teaching and learning presents an opportunity for California to engage in a collaborative process wherein a community of educational partners can provide educators with the tools and support necessary to ensure successful implementation.

To this end, the California Department of Education invited professional associations and stakeholder organizations to contribute information regarding the CCSS-related resources and services they can offer to local educational agencies. The information in Appendix C was provided by these partners for inclusion in the CCSS systems implementation plan specifically to highlight how these organizations can assist local educational agencies in implementing the CCSS.



Appendix D: CCSS Systems Implementation – Significant Milestones



Appendix E: Common Core State Standards Web Resources

California Department of Education Resources

- ❖ Common Core State Standards Resources Website: <http://www.cde.ca.gov/ci/cc/>
- ❖ SMARTER Balanced Assessment Consortium Webpage: <http://www.cde.ca.gov/ta/tg/sa/smarterbalanced.asp>
- ❖ Professional Development Opportunity Search Form: <http://ww3.cde.ca.gov/prodevops/search.aspx>
- ❖ CDE on iTunes U: <http://www.cde.ca.gov/re/mm/it/>
- ❖ Taking Center Stage Act II: <http://pubs.cde.ca.gov/tcsii/index.aspx>
- ❖ Child Development Division Resources: <http://www.cde.ca.gov/sp/cd/re/>

Multi-State Resources

- ❖ Common Core State Standards Initiative Website: <http://www.corestandards.org/> (Outside Source)
- ❖ SMARTER Balanced Assessment Consortium Webpage: <http://www.k12.wa.us/SMARTER/default.aspx> (Outside Source)



TOM TORLAKSON
State Superintendent
of Public Instruction

CDE CCSS Resources Web page

<http://www.cde.ca.gov/ci/cc/>

Subscribe:

join-commoncore@mlist.cde.ca.gov

Common Core State Standards Update - ALERT
commoncore@cde.ca.gov
Sent: Mon 1/30/2012 2:32 PM
To: Barbara Murchison

ALERT - For Information and Possible Action:

- Publishers of mathematics and language arts instructional materials have been invited to submit supplemental instructional materials that bridge the gap between programs currently being used by local educational agencies and the CCSS. Teachers and content experts are being recruited to review these supplemental materials for alignment to the CCSS. The reviewer application (**due January 31, 2012**), general information, and a schedule of significant events can be found on the Curriculum Frameworks & Instructional Materials Web page at <http://www.cde.ca.gov/ci/cr/cf/suptsupmatreview.asp>.
- The CDE is recruiting members for four focus groups to provide input on the revision of the *English Language Development Standards for California Public Schools, Kindergarten Through Grade Twelve*. The *English Language Development Standards* will be revised to align with the CCSS for English Language Arts and reflect current research on English language development instruction. Each focus group will include between 12 and 15 educators, who will be selected to ensure balanced representation of regions, types of schools, and experience. For more details about the focus group meetings and access to the application, go to the English Learner Resources Web page at <http://www.cde.ca.gov/sp/el/er/index.asp>. Applications must be received **no later than 5 p.m. on Tuesday, January 31, 2012**.

CCSS Resource Web Page Update:

- Under the "California Department of Education Resources" section, a link has been added to the Mathematics Framework page for easy access to information and action regarding revision of the *2013 Mathematics Framework*, including updates on the focus group meetings and the work of the Curriculum Framework and Criteria Committee.

CCSS Update from CDE
1430 N Street, Suite 3207
Sacramento, CA 95814

You are receiving this message because you previously subscribed or because it was sent to you by a friend.

Subscribe: If you would like to receive information and updates via e-mail notification, subscribe to the CCSS Update from CDE listserv by sending a "blank" message to join-commoncore@mlist.cde.ca.gov.

Unsubscribe: To unsubscribe from the CCSS Update from CDE, send a "blank" message to unsubscribe-commoncore@mlist.cde.ca.gov.

The screenshot shows a web browser window displaying the California Department of Education's website. The page title is "Common Core State Standards Resources - Curriculum & Instruction (CA Dept of Education)". The browser address bar shows "http://www.cde.ca.gov/ci/cc/". The page features a navigation menu with categories like "Curriculum & Instruction", "Testing & Accountability", and "Professional Development". The main content area is titled "Common Core State Standards Resources" and includes a search bar, a printer-friendly version link, and a list of links to various CCSS documents and initiatives. The California Department of Education logo is prominently displayed at the top of the page content.



COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

Home About the Standards Voices of Support News Resources FAQ The Standards



CCSSO
National Governors' Association

Common Standards

Building on the excellent foundation of standards states have laid, the Common Core State Standards are the first step in providing our young people with a high-quality education. It should be clear to every student, parent, and teacher what the standards of success are in every school.

[Learn more »](#)

 Common Standards

 State Adoption

 Voices of Support

Mission Statement

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

Common Core State Standards Webinar

Recorded Wednesday, June 30, 2010

[» DOWNLOAD THE PRESENTATION](#)

[» WATCH THE WEBINAR](#)

Download the Common Core State Standards



CCSSO
Council of Chief State School Officers



Achieve



Council of the
Great City Schools



NASBE
NATIONAL ASSOCIATION OF
STATE BOARDS OF EDUCATION

Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades 3–12

David Coleman • Susan Pimentel

INTRODUCTION

Developed by two of the lead authors of the Common Core State Standards, these criteria are designed to guide publishers and curriculum developers as they work to ensure alignment with the standards in English language arts (ELA) and literacy for history/social studies, science, and technical subjects. The standards are the product of a state-led effort — coordinated by the National Governors Association Center for Best Practices and the Council of Chief State School Officers — and were developed in collaboration with teachers, school administrators, and experts to provide a clear and consistent framework to prepare students for college and the workforce.

The criteria articulated below concentrate on the most significant elements of the Common Core State Standards and lay out their implications for aligning materials with the standards.

THE UNIVERSITY OF ARIZONA® Science Education Mathematics

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Progressions Documents for the Common Core Math Standards

Funded by the Brookhill Foundation

About this project

The Common Core State Standards in mathematics were built on progressions: narrative documents describing the progression of a topic across a number of grade levels, informed both by research on children's cognitive development and by the logical structure of mathematics. These documents were spliced together and then sliced into grade level standards. From that point on the work focused on refining and revising the grade level standards. The early drafts of the progressions documents no longer correspond to the current state of the standards.

It is important to produce up-to-date versions of the progressions documents. They can explain why standards are sequenced the way they are, point out

Progressions Documents for the Common Core Math Standards

About this project

Working team

Products

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Home

Welcome to the Inside Mathematics Website

Welcome to **Inside Mathematics**, a professional resource for educators passionate about improving students' mathematics learning and performance. This site features **classroom examples** of innovative teaching methods and insights into student learning, **tools for mathematics instruction** that teachers can use immediately, and **video tours** of the ideas and materials on the site.

We are glad you're here and look forward to learning with you!

News - Inside Mathematics is aligning its resources with the **Common Core State Standards for Mathematics**.

SEE A CLASS

GET A TOUR



INSIDE MATHEMATICS

A PROFESSIONAL RESOURCE FOR EDUCATORS

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achievethecore.org

Steal these tools You've got to read this By teachers for teachers

Achieving the Core Standards for all students to succeed.

Steal these tools
Free resources especially useful for implementation this year

You've got to read this
Articles, sites and research you shouldn't miss

By teachers for teachers
Voices of educators doing the work of the Core

The Common Core State Standards are a new set of expectations designed to ensure all students achieve college and career readiness.

Forty-six states have now adopted these shared standards so their students can compete and succeed on a world stage.

This site is here to provide free, high-quality resources to educators now doing the hard work of implementing these higher standards.

achievethecore.org is assembled by **Student Achievement Partners**, a 501(c)(3) nonprofit organization. [MORE ABOUT US](#)



California Mathematics Project

Mathematics: The Power Within

CaCCSS-M Resources Home

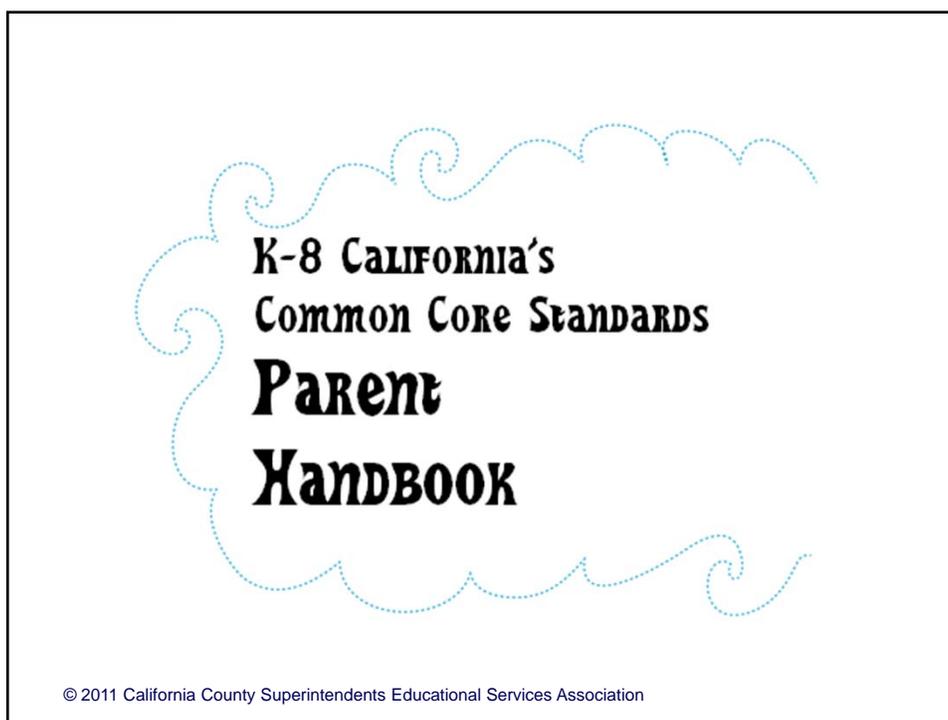
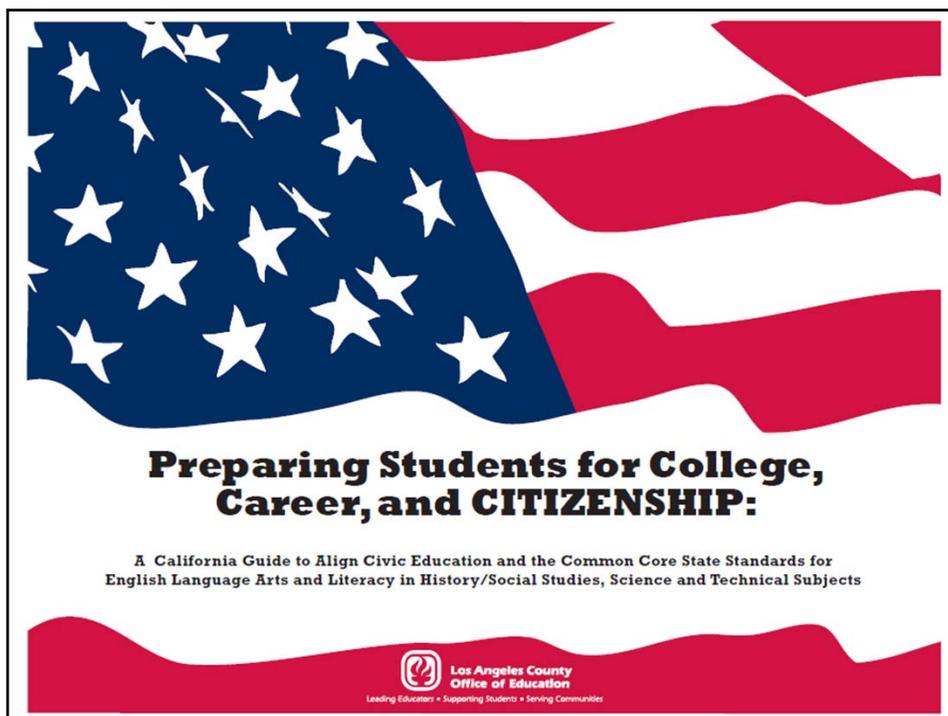
CaCCSS-M Resources

- CaCCSS-M Resources Home
- Acknowledgments
- Number Sense: Counting and Cardinality Task Force
 - NS: Counting and Cardinality Resources
 - NS: Counting and Cardinality Resources by Standard
- Number Sense: Base 10 Task Force
 - NS: Base 10 Resources
 - NS: Base 10 Resources by Standard
- Fractions Task Force
 - Fractions Resources
 - Fractions Resources by Standard
- K-8 Modeling Task Force
 - K-8 Modeling Resources
 - K-8 Modeling Resources by Standard
- Transformational Geometry Task Force
 - Transformational Geometry Resources
 - Transformational Geometry Resources by Standard

About the CaCCSS-M Task Forces

The California Department of Education (CDE), California Mathematics Council (CMC), California Mathematics Council (CMC), California Mathematics Council (CMC) and CCSESA's Mathematics Subcommittee of the Curriculum and Instruction Steering Committee (CISC) to provide needed information to California's teachers on California's Version of the Common Core State Standards for Mathematics (CaCCSS-M). Each of the groups are focusing on various aspects of the dissemination by design resources that will provide information on the CaCCSS-M to various constituents in California, including parents, administrators, and teacher educators.

The CMP, in collaboration with CDE, CMC, CISC, and the California Association of Mathematics Teachers (CAMTE), established five CaCCSS-M Task Forces to collect, design, and organize resources that could be used for professional development (PD) that will strengthen teachers' content knowledge to teach those standards and Place Value, Fractions from a Number Line Approach, Model with Mathematics, Transformational Geometry, and School Mathematical Modeling. These Task Forces have established a high quality list of resources that will be updated on a regular basis.



California Department of Education | Curriculum, Learning and Accountability Branch | Standards, Curriculum Frameworks & Instructional Resources Division | November 2010



TOM TORLAKSON
State Superintendent
of Public Instruction



COMMON CORE STATE STANDARDS

"...what students are expected to know and be able to do."

On August 2, 2010, the California State Board of Education (SBE) voted unanimously to adopt new standards for both mathematics and English-language arts. The new standards are rigorous, research-based, and designed to prepare every student for success in college and the workforce. The standards are internationally benchmarked to ensure that our students are able to compete with students around the globe.



The Common Core State Standards
In 2009, the Council of Chief State School Officers

territories, and the District of Columbia all participated in the development of the standards.

The CCSS were developed for English-language arts and mathematics, kindergarten through grade twelve. They were built upon the best state standards; the experiences of teachers, content experts, and leading thinkers; and feedback from the general public.

California and the Common Core

Senate Bill 1 from the fifth Extraordinary Session (SB X5 1) established the Academic Content Standards Commission (ACSC) to develop academic content standards in language arts and mathematics. At least 85 percent of the standards were to consist of the CCSS with up to 15 percent additional material as recommended by the commission. SB X5 1 stated that California must:

Ensure the rigor of the state's reading, writing, and mathematics academic content standards, curricula, and assessments is maintained so that all high school graduates are prepared for college and careers by establishing a process to adopt new standards based on the Common Core State Standards Initiative.

Common Core Standards
T10-348 Vietnamese, Arial Font
Page 1 of 1



TOM TORLAKSON
State Superintendent
of Public Instruction



CÁC TIÊU CHUẨN TIỂU BANG VỀ KIẾN THỨC VÀ KỸ NĂNG CỐT YẾU

"...những gì học sinh cần phải biết và có thể làm được."

Ngày 02 tháng 8 năm 2010, Hội đồng Giáo dục Tiểu bang California (State Board of Education, SBE) đã bỏ phiếu nhất trí áp dụng các tiêu chuẩn mới cho cả môn toán và văn chương Anh ngữ. Các tiêu chuẩn mới hiện rất chặt chẽ, căn cứ vào các nghiên cứu và được thiết kế để chuẩn bị cho mọi học sinh thành công khi vào đại học và đi làm. Các tiêu chuẩn được soạn theo chuẩn quốc tế để đảm bảo học sinh của chúng ta có thể cạnh tranh với học sinh trên toàn cầu.



Các Tiêu chuẩn Tiểu bang về Kiến thức và Kỹ năng Cốt yếu Chung

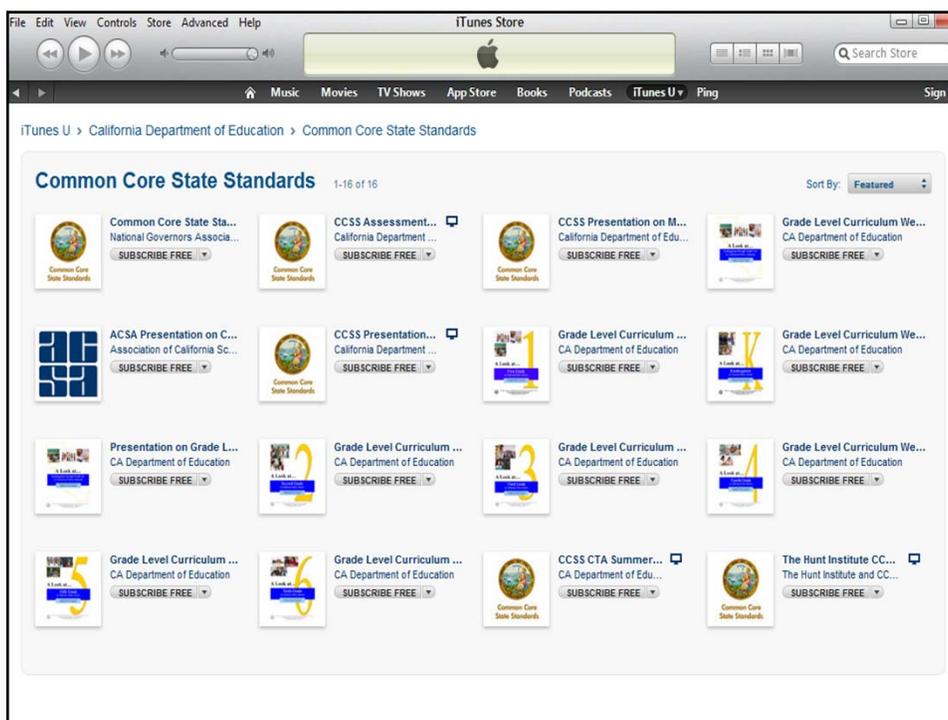
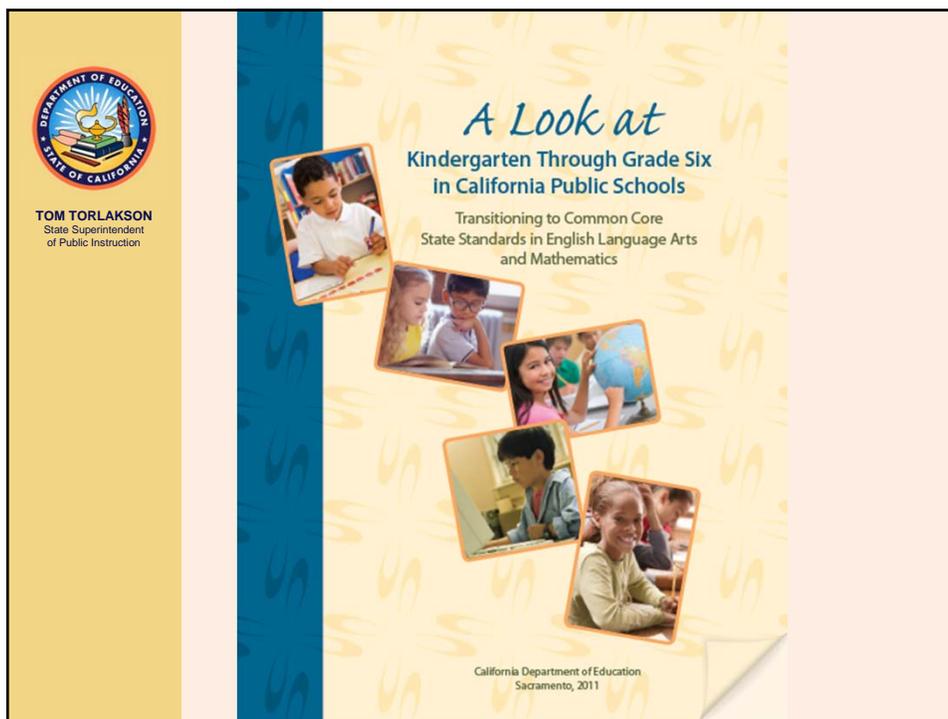
bang về Kiến thức và Kỹ năng Cốt yếu Chung (*Common Core State Standards, CCSS*).

Đề xướng Các Tiêu chuẩn Tiểu bang về Kiến thức và Kỹ năng Cốt yếu Chung là một nỗ lực mang tính tự nguyện do tiểu bang chỉ đạo và được CCSSO và NGA điều phối nhằm đặt ra các tiêu chuẩn giáo dục rõ ràng và nhất quán. Phụ huynh, các nhà giáo dục, các chuyên gia bộ môn, các nhà nghiên cứu, các tổ chức quốc gia và các nhóm cộng đồng từ bốn mươi tám tiểu bang, hai vùng lãnh thổ và Quận Columbia cũng tham gia thiết lập các tiêu chuẩn này.

Các tiêu chuẩn CCSS đã được lập ra cho các môn văn chương Anh ngữ và toán, từ lớp mẫu giáo đến lớp mười hai. Các tiêu chuẩn này được thiết lập dựa trên các tiêu chuẩn tốt nhất của Tiểu bang, kinh nghiệm của các giáo viên, các chuyên gia bộ môn và các nhà tư tưởng hàng đầu, cũng như sự góp ý của công chúng.

Tiểu bang California và Các Tiêu chuẩn về Kiến thức và Kỹ năng Cốt yếu Chung

Dự luật số 1 của Thượng viện trong Phiên họp Đặc biệt lần thứ năm (SB X5 1) đã thành lập Ủy ban Tiêu chuẩn Nội dung Học tập (*Academic Content Standards Commission, ACSC*) để phát triển các tiêu





TOM TORLAKSON
State Superintendent
of Public Instruction

CDE SBAC Web page

<http://www.cde.ca.gov/ta/tg/sa/smarterbalanced.asp>

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SMARTER Balanced Assessment Consortium (SBAC)

Latest information about new generation of assessments.

On June 9, 2011 California joined the SMARTER Balanced Assessment Consortium (SBAC) as a governing state. The SBAC is a national consortium of 29 states that have been working collaboratively to develop a student assessment system aligned to a common core of academic content standards. Of those, California is one of 19 governing states, which allows decision-making participation. The remaining 10 are advisory states. The SBAC focus is on assessing students annually in grades three through eight in English-language arts and mathematics and once in grades ten through twelve under current federal requirements.

Resources

[Frequently Asked Questions](#)
Answers to Frequently Asked SBAC Questions (PDF, 142KB, 8pp.)

Presentations

[Transitioning to the Next Generation Assessments – SMARTER Balanced Assessment](#) (PDF, 383KB, 34pp.)
Presented to the Curriculum and Instruction Steering Committee November 17, 2011

[Overview of Assessment System and High School Assessments](#) (PDF, 2MB, 22pp.)
Presented to the California Diploma Project Meeting on November 17, 2011

[Transitioning to the Common Core State Standards - Stakeholder Meeting](#)
Presented to the Transition Planning Meeting on August 23, 2011

[Next Generation Assessments – SMARTER Balanced Assessment Consortium](#) (PDF, 2MB, 26pp.)
Presented to the California Teachers Association Summer Institute on August 2, 2011.

Electronic Mailing List

Join the SBAC electronic mailing list by sending a blank e-mail to subscribe-sbac@mlist.cde.ca.gov. To unsubscribe, send a blank e-mail to unsubscribe-sbac@mlist.cde.ca.gov.

External Sources

[SMARTER Balanced Assessment Consortium Presentation](#) (Outside Source)
Presentation to the University of Southern California in January 2012.

SMARTER Balanced Assessment Consortium (SBAC)
Update from the California Department of Education (CDE)
Issue 4 (Week beginning January 16, 2012)

SBAC/CDE Top News

- English language arts and literacy (ELA/Literacy) Claims Vote
- Students with Disabilities Advisory Committee—Open solicitation for nominees
- Hewlett Foundation Assessment Prize
- Fourth Quarter Project Report Available
- Upcoming Events
- Resources
- Question/Answer of the Week

SBAC Announcements

- **ELA/Literacy Claims Vote**—Voting by the SBAC Governing States on the ELA/literacy claims opened on January 11 and will close on January 18. The committee will conduct two rounds of review and extensive revisions and editing based on the feedback from states and organizations. These claims will be reviewed in two reporting categories.
- **Students with Disabilities Advisory Committee—Solicitation for Nominees**—Nominations by Governing States are being accepted. The committee will assist the work groups and other SBAC efforts by providing guidance on how to develop accessible assessments. Leadership roles in advocacy organizations whose areas of interest include the assessment of students with disabilities. Nomination forms are available at [www.cde.ca.gov/sd/ada/committees/committees.asp](#).
- **Hewlett Foundation Assessment Prize**—On January 9, 2012, the William and Flora Hewlett Foundation announced that it will be sponsoring a competition for essays for state tests. The "Automated Student Assessment Prize" ("Prize") competition is being supported by SBAC and the Partnership for Assessment of Readiness for Higher Education (PAR). The Prize will be awarded to the vendor that begins to solve the problem of the high cost and the slow turnaround resulting from the time-consuming and expensive task of having human graders score essays in two phases. The first will demonstrate the capabilities of existing vendors who create and market software for grading essays. The second will demonstrate software that can score essays as well as human graders. The vendor demonstration will be completed in January 2012. For more information, refer to the Hewlett Foundation website for additional information at [www.hewlett.org/sponsors-prize-improve-automated-scoring-student-essays](#).
- **Fourth Quarter Project Report Available**—The SBAC quarterly project report for the period ending September 30, 2011 can be found at [www.cde.ca.gov/sbac/quarterly-reports/quarterly-reports.asp](#). The report details the Consortium's progress in key areas and provides updates for each work group.

CDE/SBAC Upcoming Events



TOM TORLAKSON
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