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 CCSS 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 state-wide 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
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. Collaboration 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.

Guiding Strategy One

The CDE will 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 revise 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

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### California Department of Education Implementation Activities

<table>
<thead>
<tr>
<th>Awareness</th>
<th>Transition</th>
<th>Implementation</th>
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</thead>
<tbody>
<tr>
<td>• Identify high-quality professional learning opportunities that are aligned to CCSS and represented in the state’s assessments (Fall 2011)</td>
<td>• Participate in development of professional learning opportunities created by county offices of education and other providers of professional development (June—December 2012)</td>
<td>• Conduct web-based and on-site based seminars for facilitators on professional learning modules (July 2012)</td>
</tr>
<tr>
<td>• Complete a list of existing state and national professional learning activities (12/2012)</td>
<td>• Develop guidelines for model professional learning modules based upon the Standards for Professional Learning and the California Standards for the Teaching Profession (E7T5) (February 2012)</td>
<td>• Conduct evaluation of effectiveness of existing modules and revise as needed (September 2012)</td>
</tr>
<tr>
<td>• Conduct needs assessment of LEAs to determine and prioritize professional learning needs (November 2011—January 2012)</td>
<td>• Oversee development of the first set of 4–6 professional learning modules (July 2012)</td>
<td>• Develop 6–10 new modules as needed (September 2012)</td>
</tr>
<tr>
<td>• Establish a design team to develop guidelines for professional learning modules (January 2012)</td>
<td>• Inform LEAs of available use of federal supplemental funds (i.e., Title II) in professional learning opportunities aligned to the CCSS</td>
<td></td>
</tr>
<tr>
<td>• Collaborate with stakeholders to establish work plan for professional development activities and priorities (November 2011–January 2012)</td>
<td>• Conduct Web-based and site-based seminars for facilitators on professional learning modules (July 2012)</td>
<td>• Work with BPSA Regional infrastructure to ensure CCSS are included within local BPSA programs</td>
</tr>
<tr>
<td>• Provide professional learning modules, wherein professional learning modules are provided to all LEAs (July 2012)</td>
<td>• Inform LEAs of available use of federal supplemental funds (i.e., Title II) in professional learning opportunities aligned to the CCSS</td>
<td></td>
</tr>
<tr>
<td>• Communicate with institutions of higher education regarding the CCSS and new requirements for teacher and administrator preparation programs</td>
<td>• Work with LEAs to incorporate new requirements into teacher preparation and BPSA programs and outline teacher performance expectations</td>
<td>• Support institutions of higher education implementation of CCSS in appropriate coursework</td>
</tr>
</tbody>
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### Suggestions and Opportunities for LEAs

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>♦ Support professional learning to promote awareness of and familiarity with the CCSS ♦ Support ongoing professional learning to promote transition to the CCSS based upon priorities established in local plan ♦ Provide professional learning to support full implementation of the CCSS ♦ Areas of focus: contents shifts in mathematics, transition to SBAC assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>♦ Area of focus: Compare and contrast the CCSS with the 1997 content standards ♦ 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</td>
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<tr>
<td>♦ 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 ♦ Utilize new resources from the CDE: A Look at Kindergarten Through Grade Six in California Public Schools and companion Webinars ♦ Utilize new resources from the CDE: New professional learning modules (available summer 2012) ♦ Utilize new resources from the CDE: New professional learning modules (summer 2013) and curriculum frameworks (math available fall 2013, ELA available spring 2014)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>♦ Subscribe to the CDE’s CCSS/RSSC/SBAC Webpages feeds 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</td>
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### 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

<table>
<thead>
<tr>
<th>2011-2012</th>
<th>CDE/SBE Activity</th>
<th>LEA Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td>• A Look at Kindergarten Through Grade Six in California Public Schools released</td>
<td>• Begin development of local implementation plan based on full implementation of the CCSS system in 2014-2015.</td>
</tr>
<tr>
<td></td>
<td>• 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</td>
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<tr>
<td></td>
<td>• Supported Areas of focus:</td>
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<td></td>
<td>• 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</td>
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<tr>
<td></td>
<td>• Subscribe to the CDE’s CCSS Resources and SBAC Web pages (<a href="https://teachers.cde.ca.gov">https://teachers.cde.ca.gov</a>) to remain abreast of the latest developments and resources related to CCSS systems implementation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Review and utilize professional learning resources available on CDE-hosted or sponsored websites, including archived webinars and presentations on CDE’s iTunes U</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Utilize CCSS professional learning resources offered by professional organizations, California Subject Matter Projects, and your county office of education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identify CCSS that current materials do not support (use supplemental instructional materials and review evaluation criteria for grades K-12) and develop lessons using resources from the library, internet, and primary source documents</td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td>• Establish design team to develop guidelines for professional learning modules (January)</td>
<td>• Provide opportunities for professional learning to develop understanding of difference between interim assessments and formative practices</td>
</tr>
<tr>
<td></td>
<td>• Convene education experts to update the ELD standards (April-June)</td>
<td>• Visit STAR Website for released test questions and constructed responses. Mirror the format into quiz/test questions and weekly writing prompts</td>
</tr>
<tr>
<td></td>
<td>• Evaluation criteria for supplemental instructional materials review approved by SBE* (January)</td>
<td></td>
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<tr>
<td></td>
<td>• Timeline and general plan for revision of the mathematics curriculum framework approved by the SBE* (January)</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>• Online technology readiness tool available (March)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Timeline and general plan for revision of the English language arts curriculum framework approved by the SBE* (May projected)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Utilize online technology readiness tool to evaluate current technology and infrastructure</td>
<td></td>
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</tbody>
</table>

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:

- Aligning the Achievement 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 Afterschool 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 CDEs 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

- May: A Look at Kindergarten Through Grade Six in California Public Schools available online
- February: Supplemental Instructional Materials Review report posted online
- May: Revised English-language arts framework available
- August 2: SBE adopts Common Core State Standards
- November: Revised ELD standards available
- November: Revised mathematics framework available
- March: Technology Readiness Tool available
- Spring: Pilot testing of summative assessments
- Spring: Field testing of summative assessments
- September: 8-10 new professional development modules available
- July: First set of 4 professional development modules available
- November 1: Assessment Transition Plan due to State Legislature
- Spring: Administrator operational summative assessment

* pending SBE action

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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/
- CDE on iTunes U: http://www.cde.ca.gov/e4/um/u1/
- Taking Center Stage Act II: http://nubs.cde.ca.gov/tcfs/index.aspx
- Child Development Division Resources: http://www.cde.ca.gov/pd/cd/r1/

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)

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

commomcore@ced.ca.gov

TOM TORLAKSON
State Superintendent
of Public Instruction

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/cf/fg/spupmatreview.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/erl/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 2014 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 3007
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 ccss-update@listserv.ed.gov.

Unsubscribe: To unsubscribe from the CCSS Update from CDE, send a “blank” message to unsubscribe-ccss-update@listserv.ed.gov.

Common Core State Standards Resources

Informative and resources about the new academic content standards for English language arts and mathematics adopted by the State Board of Education on August 2, 2010.

Common Core State Standards Resources

The Common Core State Standards (CCSS) were developed through a stakeholder initiative to establish clear and coherent common academic standards for English language arts and mathematics that would better prepare students for success in college, career, and in a competitive global economy. The California State Board of Education (SBE) adopted the standards on August 2, 2010. When stakeholders process the page to learn more about the process.

- California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (PDF, Outside Source)

- California Common Core State Standards for Mathematics (PDF, Outside Source)

- Common Core State Standards for Mathematics (Online Resource)

The multi-state initiative released the CCSS on June 2, 2010. The initiative includes information about the development and research behind the standards, appendixes, the standards text, and thousands of text-based questions.

- English Language Arts Standards - Research Supporting Key Elements of Standards and Glossary of Terms

- Mathematics Standards - Resources to Assist Educators
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.

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.

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.
Progressions Documents for the Common Core Math Standards

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
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 WOJ(h) nonprofit organization

CaCCSS-M Resources
CaCCSS-M Resources Home
Acknowledgments
Number Sense: Counting and Cardinality Task Force
Base 10 Resources
Base 10 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

CaCCSS-M Resources Home

About the CaCCSS-M Task Forces
The California Department of Education (CDE), California Mathematics Council (CMC), California Mathematics Project, and CCSESA’s Mathematics Subcommittee of the Curriculum and Instruction Steering Committee (CIESC) established five CaCCSS-M Task Forces to collect, design, and organize resources that can serve as professional development (PD) that will strengthen teachers’ content knowledge to teach those standards.

The CaCCSS-M Task Forces are:
- 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

The task forces have established a high-quality list of resources that can help teachers in various stages of instructional development.

The CMP, in collaboration with CDE, CMC, CISC, and the California Association of Mathematics Teacher Educators (CAMTE), established five CaCCSS-M Task Forces to collect, design, and organize resources that can serve as professional development (PD) that will strengthen teachers’ content knowledge to teach those standards.

The CaCCSS-M Task Forces are:
- 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

The task forces have established a high-quality list of resources that can help teachers in various stages of instructional development.
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.

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 59th Extraordinary Session (SB X 1) established the Academic Content Standards Commission (ACSCC) 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 X 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.

The Common Core State Standards

In 2009, the Council of Chief State School Officers (CCSSO) released the Common Core State Standards for Mathematics and English Language Arts. These standards were developed collaboratively by state educators, content experts, and leaders in business and higher education. They were designed to prepare all students for college and career readiness.

California has adopted the Common Core State Standards, which are built upon the best state standards and incorporate the best of other high-performing countries. The standards are designed to ensure that students are prepared for success in college and careers.

Common Core Standards

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Page 1 of 1

CÁC TIỂU CHUẨN TIỂU BANG VỀ KIẾN THỨC VÀ KỸ NĂNG CỐT YÊU

"...những gì học sinh cần phải biết và có thể làm được."
CDE SBAC Web page

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

Subscribe:
subscribe-sbac@mlist.cde.ca.gov
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 30, 2012. These claims will be reviewed and edited based on feedback from states and organizations. These claims will be announced February 1, 2012.
- Students with Disabilities Advisory Committee—Solicitation for Nominees—Nominations by Governing States are being accepted for the SBAC Governing Council’s student with disabilities advisory committee. Nominations will be accepted by 2/28/2012. The committee will consist of 3 student members and will assist the SBAC governing council and other SBAC efforts by providing guidance on how to develop accessible assessments for individuals with disabilities. Nominations will be announced February 1, 2012.
- Hewlett Foundation Assessment Prize—On January 9, 2012, the William and Flora Hewlett Foundation announced that it will award $1 million in prizes for the “Automated Student Assessment Prize” (“Prize”) competition, which is being supported by SBAC and the Partnership for Assessment of Readiness for College and Careers (PARCC) to help solve the problem of the high cost and slow turnaround of grading through the development of scoring algorithms. The Prize will be awarded to the four highest-scoring algorithms that demonstrate software that can score essays as well as human graders. The winning algorithms will be announced in January 2013, and the scoring algorithms will be publicly released by 2014, inviting an open competition to improve automated scoring of student essays.
- Fourth Quarter Project Report Available—The SBAC quarterly project report for the period ending September 30, 2011 can be found in key areas and provides updates for each work group.

CDE/SBAC Upcoming Events

Subscribe:

join-commoncore@mlist.cde.ca.gov
subscribe-sbac@mlist.cde.ca.gov

Contact us:

commoncoreteam@cde.ca.gov