

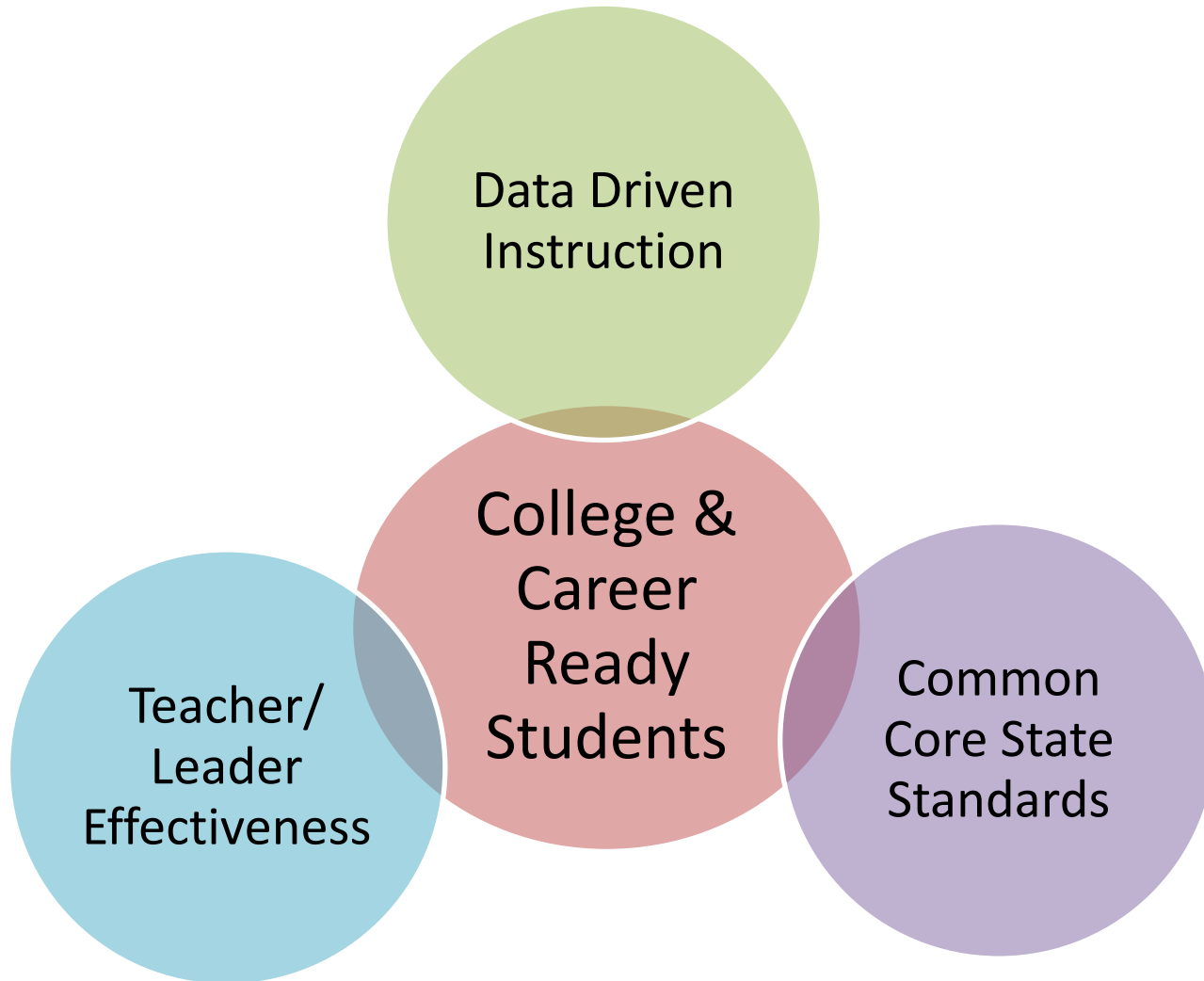


Common Core Implementation

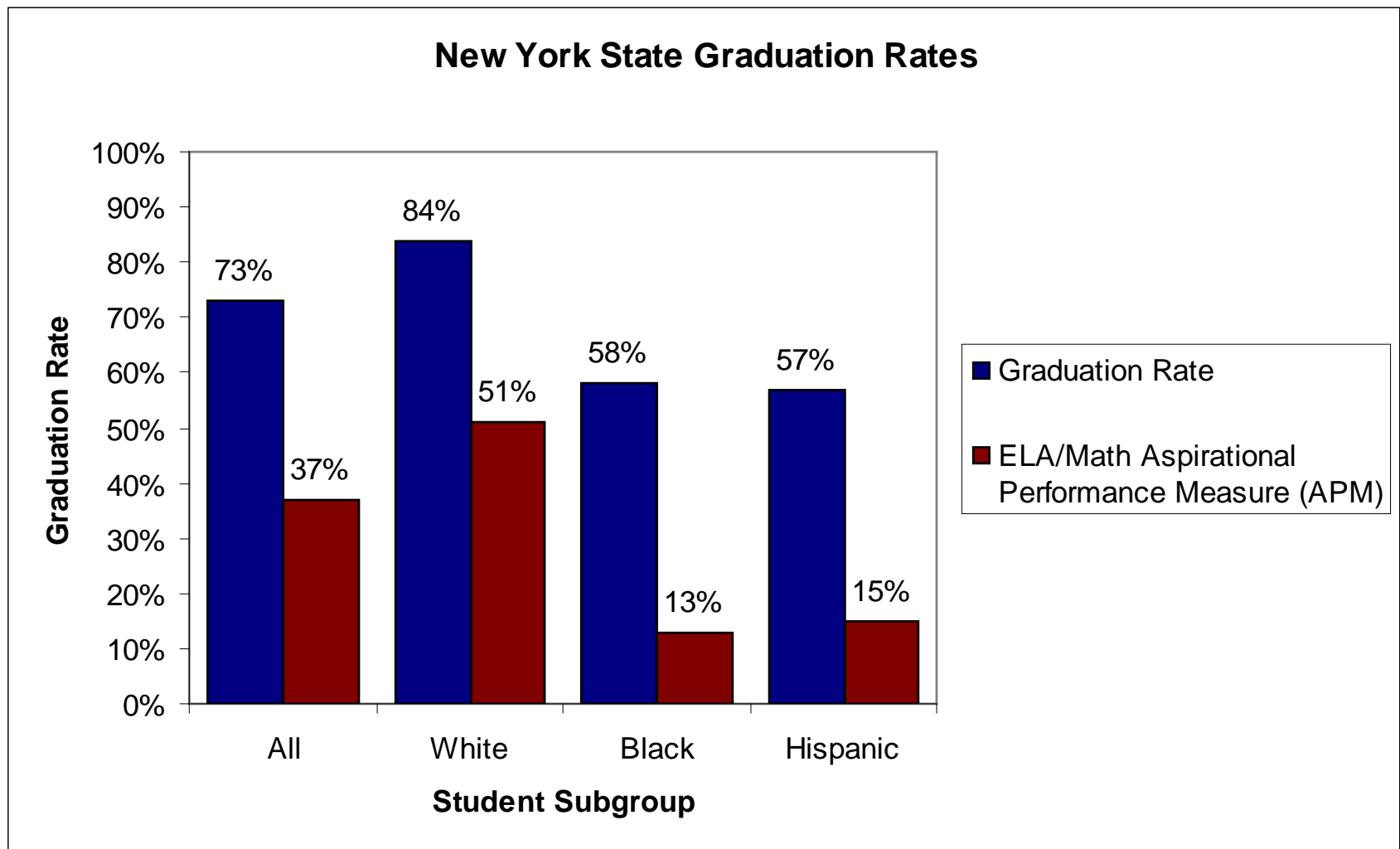
November 2, 2011
Evening Session



3 Initiatives



Graduation Rates in New York State*



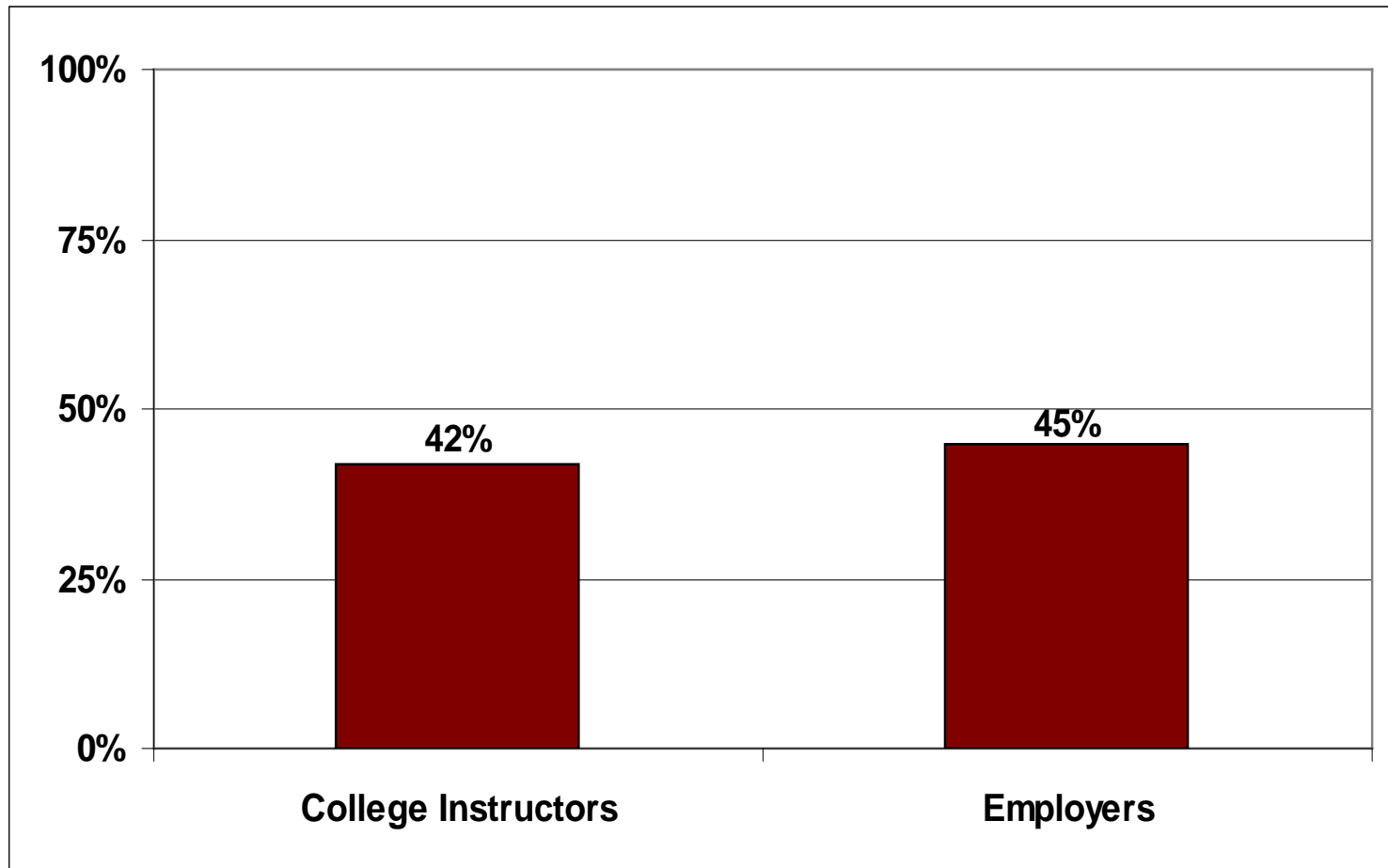
* 2006 cohort, four-year outcomes through June

Source: NYSED Office of Information and Reporting Services

College Instructors and Employers Say Graduates Are Not Prepared for College and Work

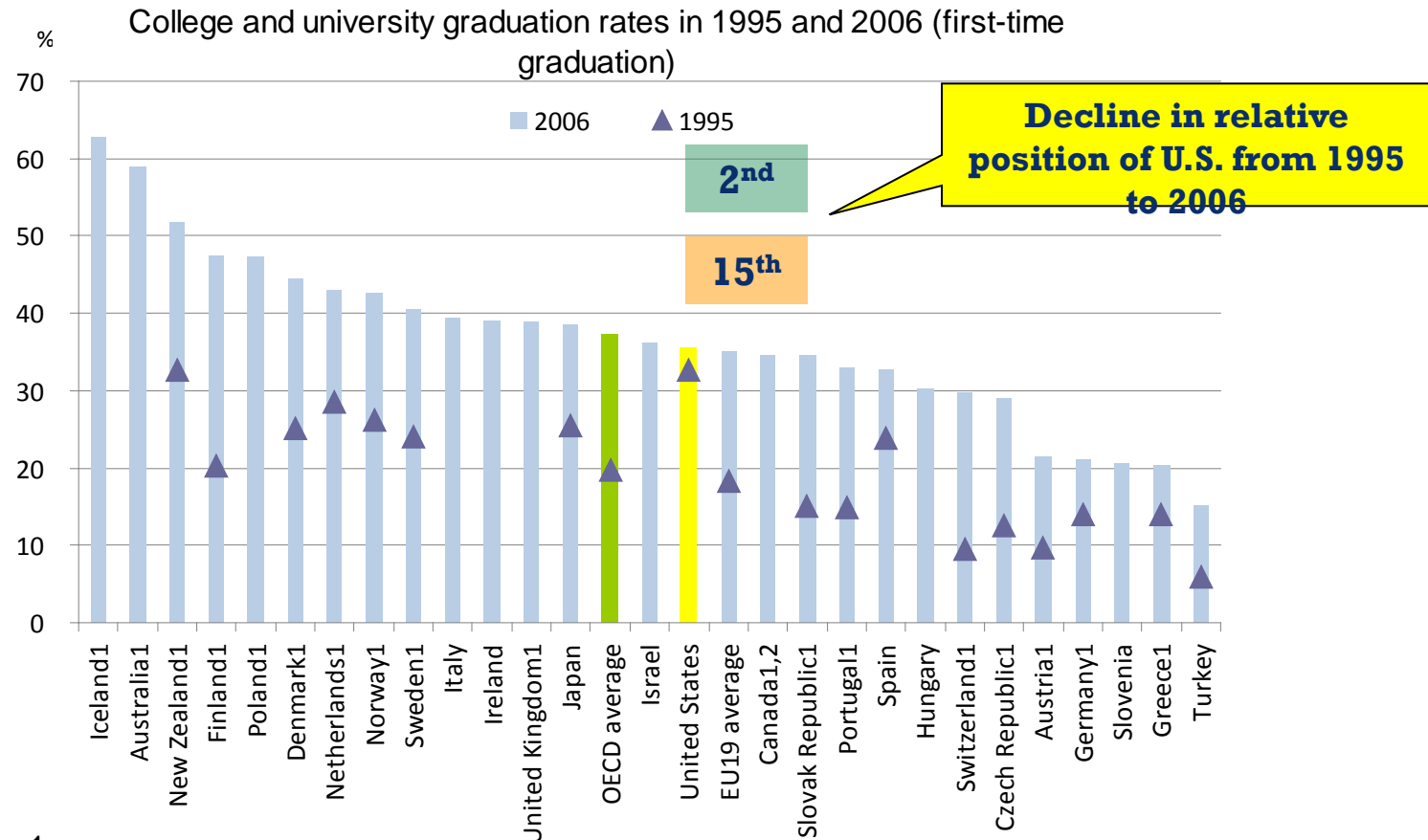
4

Average estimated proportions of recent high school graduates who are not prepared



Source: Peter D. Hart Research Associates/Public Opinion Strategies, *Rising to the Challenge: Are High School Graduates Prepared for College and Work?* prepared for Achieve, Inc., 2005.

International Competitiveness



1. Net graduation rate is calculated by summing the graduation rates by single year of age in 2006.

2. Year of reference 2005.

Countries are ranked in descending order of the graduation rates for tertiary-type A education in 2006.

Source: OECD. Table A3.2 See Annex 3 for notes (www.oecd.org/edu/eag2008)

Scenario #1

Slow cuts that work to erode public education

Scenario #2

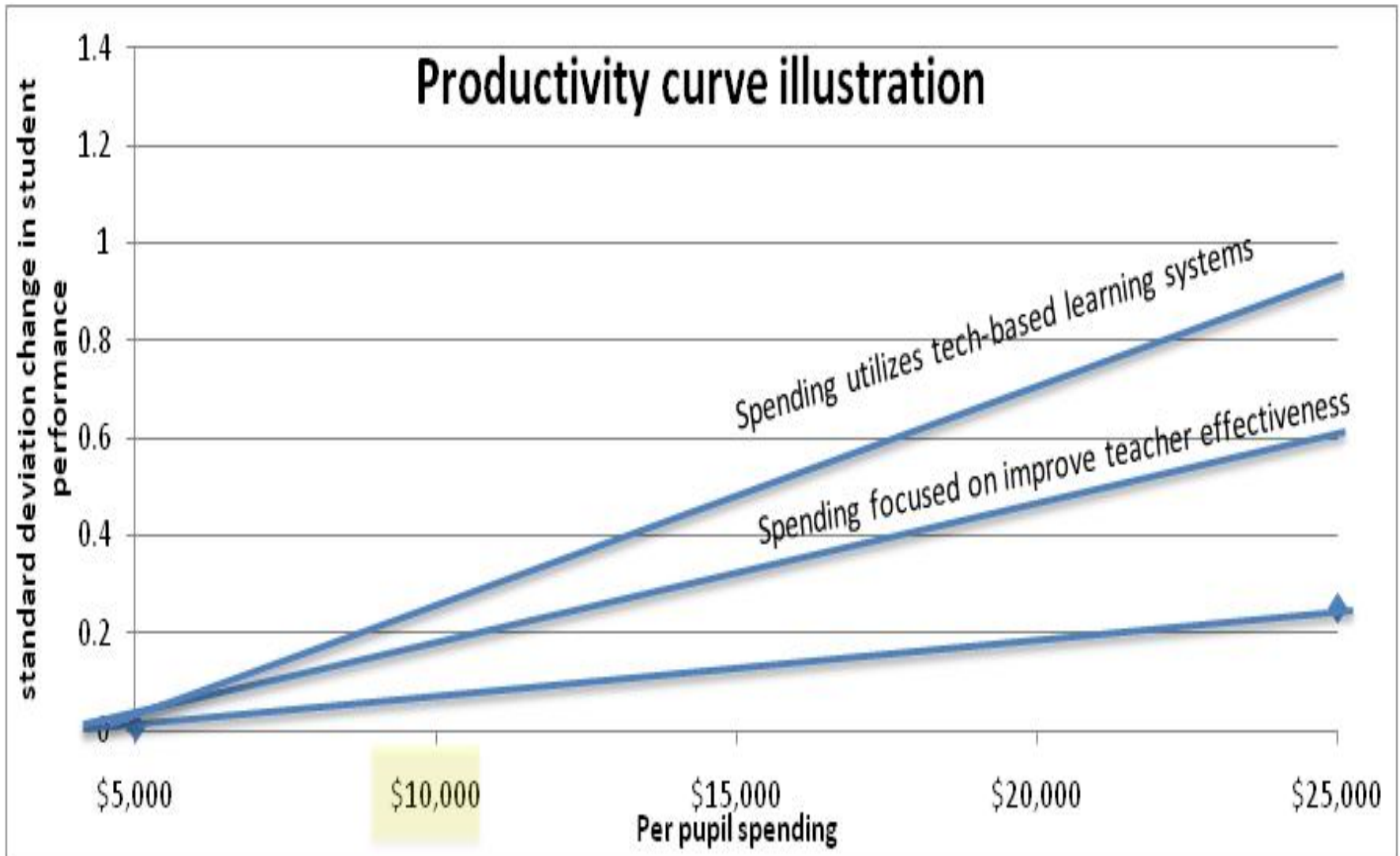
Tinker around the edges, trying to protect students and learning

Scenario #3

Redesign schooling to improve processes and outcomes, and sustainability

Source: Marguerite Roza, September 13 2011 Presentation to School Finance Symposium hosted by the Board of Regents.

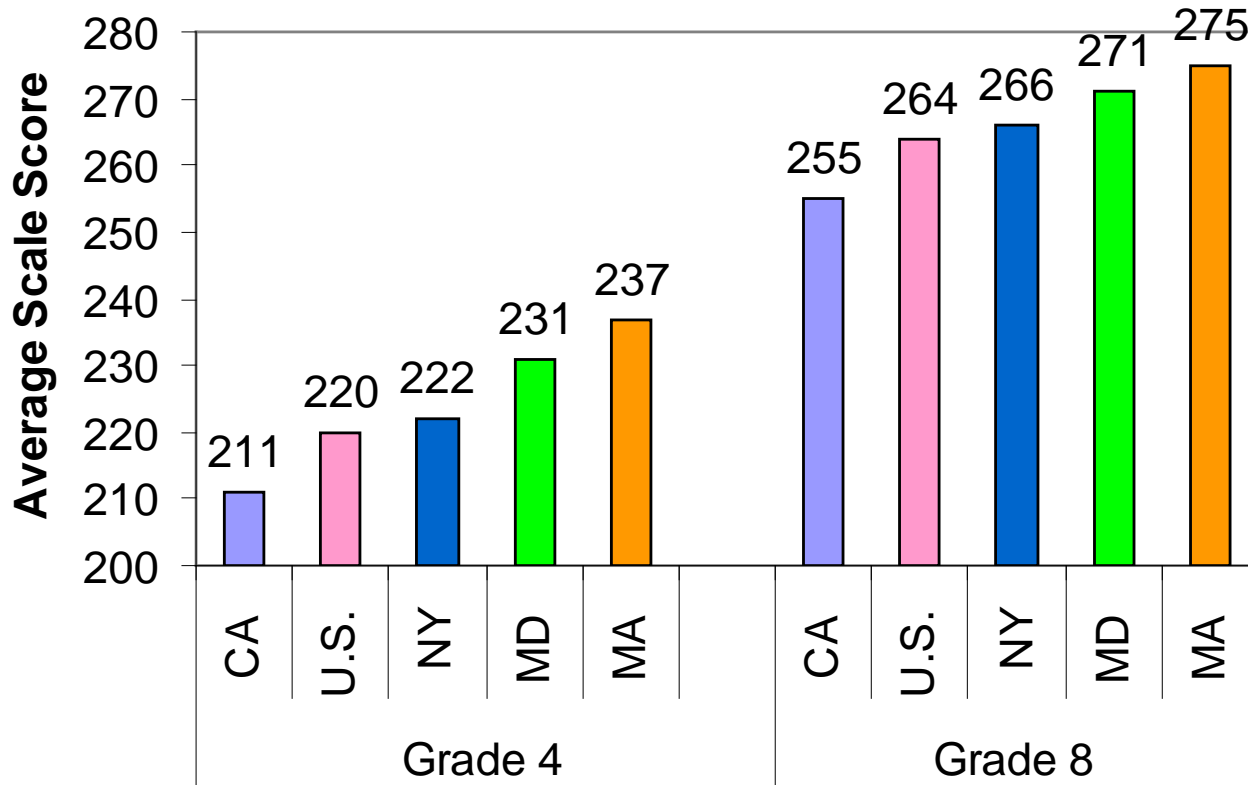
Productivity Curve



Source: Marguerite Roza, September 13 2011 Presentation to School Finance Symposium hosted by the Board of Regents.

NAEP Reading

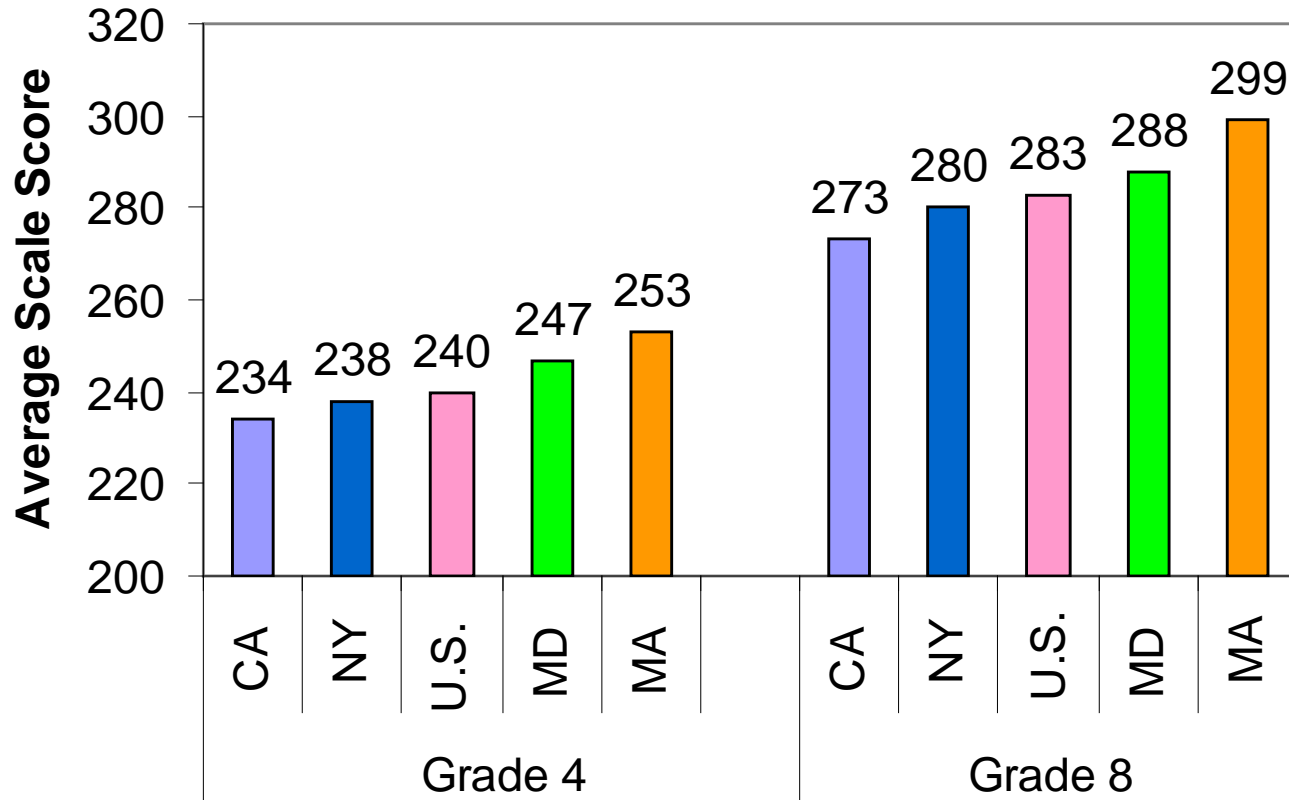
NAEP Reading Results



Source: Nationally representative samples of about 213,000 fourth-graders and 168,000 eighth-graders participated in the 2011 National Assessment of Educational Progress (NAEP) in reading.

NAEP Math

NAEP Math Results




Source: Nationally representative samples of about 213,000 fourth-graders and 168,000 eighth-graders participated in the 2011 National Assessment of Educational Progress (NAEP) in math.

NY State Test Item 5th Grade Math (2005)¹⁰

12

Pierre is making an apple crumb pie using the items below.

APPLE CRUMB PIE 	
Crumb	Filling
$\frac{3}{4}$ cup flour	4 cups sliced apples
$\frac{1}{3}$ cup sugar	$\frac{1}{3}$ cup sugar
$\frac{1}{4}$ cup butter	$\frac{1}{2}$ cup raisins

How much total sugar must Pierre use to make the pie crumb and filling?

F $\frac{7}{12}$ cup

G $\frac{2}{6}$ cup

H $\frac{3}{4}$ cup

J $\frac{2}{3}$ cup

Example Common Core Performance Task 5th Grade Math

11

Stuffed with Pizza

Tito and Luis are stuffed with pizza! Tito ate one-fourth of a cheese pizza. Tito ate three-eighths of a pepperoni pizza. Tito ate one-half of a mushroom pizza. Luis ate five-eighths of a cheese pizza. Luis ate the other half of the mushroom pizza. All the pizzas were the same size. Tito says he ate more pizza than Luis because Luis did not eat any pepperoni pizza. Luis says they each ate the same amount of pizza. Who is correct? Show all your mathematical thinking.

Example Annotated Student Work

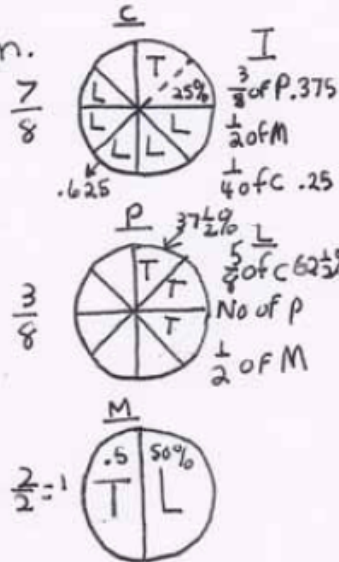
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I will find who is correct, Tito or Luis.

I will make a diagram.

Key	
T	TITO
L	Luis
C	cheese
P	Pepperoni
M	mushroom
	pizzas



Tito ate

$$\frac{3}{8} + \frac{1}{2} + \frac{1}{4} = ?$$

$$\frac{3}{8} + \frac{4}{8} + \frac{2}{8} = \frac{9}{8} = \boxed{\frac{1}{8}}$$

Luis ate

$$\frac{5}{8} + \frac{1}{2} = ?$$

$$\frac{5}{8} + \frac{4}{8} = \frac{9}{8} = \boxed{\frac{1}{8}}$$

you have to find how to have 8 in the denominator so you add equivalent fractions

Answer: Luis was right because they both ate $\frac{1}{8}$ pizza

The student is able to make sense and persevere in solving the problem. The student demonstrates correct reasoning of proportional parts of a whole, correctly assigns each boy pizza pieces, and finds the correct equivalent fractions to state a correct answer. The student verifies her/his answer with decimals and percents and brings prior knowledge of statistics to the solution.

The student models with mathematics. The area model/diagram of the pizzas is accurate, labeled, and a key defines Tito, Luis, and the types of pizzas. The student uses the diagram to record some of her/his extended thinking to percents and decimals.

NY State Test Item English Language Arts (2005¹³)

Your Task:

Write a critical essay in which you discuss *two* works of literature you have read from the particular perspective of the statement that is provided for you in the **Critical Lens**. In your essay, provide a valid interpretation of the statement, agree *or* disagree with the statement as you have interpreted it, and support your opinion using specific references to appropriate literary elements from the two works. You may use scrap paper to plan your response. Write your essay, beginning on page 3 of the essay booklet.

Critical Lens:

“It is only with the heart that one can see rightly . . .”

—Antoine de Saint-Exupéry

The Little Prince, 1943

Example Common Core Performance Task

English Language Arts & Literacy

Richard Wright struggles to find his ‘place’ in society. He refuses to forgo his morality and beliefs to conform to the status quo. Examine Wright’s pride. Find examples in the text that demonstrate the influence pride has on Wright’s actions. How does his pride influence his decisions? Is pride a positive or negative influence in Wright’s life? How does Wright’s pride affect how his family members treat him?”

Example Annotated Student Work

Wright's pride prompts him to make principled decisions and carry out actions that illustrate his morality and inherent beliefs. Wright refuses to neglect his values and chooses right over wrong even when he recognizes that failure to adhere to what is expected of him will ultimately result in negative and often violent consequences. When he receives the title of valedictorian and refuses to read the speech prepared for him by his principal, choosing instead to present his own speech in spite of the threat of being held back, Wright's pride is demonstrated. Although he comprehends the consequences and the gravity of his decision, Wright refuses to compromise his beliefs: "I know that I'm not educated, professor . . . But the people are coming to hear the students, and I won't make a speech that you've written" (174). Though urged by his family members and his classmates to avoid conflict and to comply with the principal's demand, Wright refuses because he does not believe it is the morally correct thing to do....

The Student organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.

Student uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

The Student develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples knowledge of the topic.

Example Common Core Performance Task

English Language Arts & Literacy

You have read information from three sources about media in daily life or in world affairs. When you consider what all these different sources say about the effects of media use:

What are the gains?

What are the dangers for the lives of young people? And for a larger society?

Write a short (750 words) essay in which you:

Explain what's at stake: Why does this issue matter?

Develop and state your own position.

Defend your position with a range of different types of evidence (interviews, research data, and newspaper reports, etc.).

Example Annotated Student Work

Student uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Student establishes and maintains a formal style and objective tone while attending to the norms and conventions.

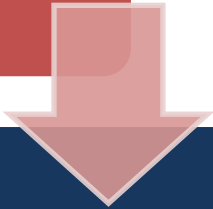
....Furthermore, Facebook, YouTube, and MySpace are a few examples of social networking that pull youth off track. For example, in "Fast Times at Woodside High", Vishnal a bright 17-teen year old was not able to finish the book Kurt Vonnegut's Cat's Cradle, his summer reading assignment, but he managed to read only 43 pages in two months. Vishnal's lack of academic proficiency was due to Facebook and creating videos for YouTube.

Additionally, according to "Media Use" children spend two hours and 46 minutes on average on the computer and about 48 minutes reading. This shows us that kids are losing their educational interest because of the media. Also the youth are not being productive enough sitting in front of a TV screen. According to Smith, for each "additional hour a student watches TV, they 5 times less likely to participate in school sports". This can also lead to health issues and result in obese children, because kids no longer want to participate in activities outside but instead sit and watch TV.

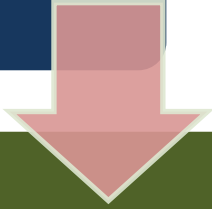
The Student develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples knowledge of the topic.

Phased State Level Implementation of the Core

Live David Coleman Webinar,
Gettysburg, EngageNY.org
Initial Training, The Shifts,
PBS Video Series & PD Suggestions



EngageNY 1.1, Sample Modules,
Professional Development Kit,
Tri-State Rubric & Jury, Road Show
Ongoing Network Team Training



Intensive Teacher Training, Engage 2.0,
“Effective Teacher” Practice Videos,
“Developing Teacher” Practice Videos,
DDI Cycle Videos, Curricular Modules

Phased School Level Implementation of the Core

Awareness

Capacity Building, Intensive PD,
Problem Solving in Teams,
1 Unit Per Semester

Full Implementation,
Aligned Assessments
(Formative, Interim/ Periodic,
Summative)

One Unit Each Semester...

Engage NY v1.1

Teachers: Get Started with the Common Core

You've heard about the Common Core. You know it's coming to New York. Walk through these simple steps to learn the basics and get ready to make the Common Core work for your students.

Step 1

Get the Big Picture

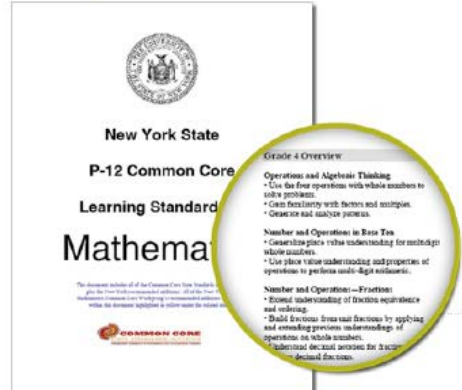
Read about the Common Core State Standards, why they matter and how they apply to New York State

- Know the basics about Common Core standards
- Learn how New York plans to implement the standards
- Know when your students will be tested on them

Read



Step 2



Understand the New Standards

Become familiar with the New York State Common Core Learning Standards.

- Learn what your students will be expected to know for your subject and grade level

Read

Step 3

Identify the Key Shifts

Understand the major shifts in instruction the NYS Common Core Learning Standards demands compared to the 2005 Standards. Then, watch the video series on your content area to learn, specifically, what actions you can take to implement those shifts.

- Learn how the Common Core Learning Standards differentiate from the current New York State Standards
- Know specific actions to help in implementation



Step	What to Do	What to Read or Watch	What You'll Have Learned
Step 1	<p>Get the Big Picture</p> <p>Read about the Common Core State Standards, why they matter and how they apply to New York State.</p>	<p><u>Have to create this resource.</u></p>	<p>You'll know the basics about Common Core standards, how New York plans to implement them and when your students will be tested on them.</p>
Step 2	<p>Understand the New Standards</p> <p>Become familiar with the New York State Common Core Learning Standards.</p>	<p><u>NYS P-12 Common Core Learning Standards</u></p>	<p>You'll know what your students will be expected to know for your subject and grade level.</p>
Step 3	<p>Identify the Key Shifts</p> <p>Understand the major shifts in instruction the NYS Common Core Learning Standards demands compared to the 2005 Standards. Then, watch the video series on your content area to learn, specifically, what actions you can take to implement those shifts.</p>	<p><u>Common Core Shifts</u> <u>Common Core Video Series</u></p>	<p>You'll know the primary ways the Common Core Learning Standards are different from the current New York State Standards- and you'll know some specific actions to help in implementation.</p>
Step 4	<p>Know the Tests</p> <p>Look at the assessment roll out calendar and learn about the ways the tests will shift in alignment with each of the Common Core shifts.</p>	<p><u>Assessment Roll Out Calendar and Information</u></p>	<p>You'll know what to anticipate and when regarding the changes in state assessments.</p>
Step 5	<p>Get Practical</p> <p>Read some detailed examples of ways to teach the Common Core in the classroom.</p>	<p><u>Curriculum Exemplars</u></p>	<p>You'll know what sample instructional planning can look like to lead students to success against the Common Core Learning Standards.</p>
Step 6	<p>Train Your Staff</p> <p>Use the videos and PD recommendations to train your staff about the NYS P-12 Learning Standards</p>	<p><u>Common Core Shifts</u> <u>Common Core Video Series</u> <u>PD Outlines</u></p>	<p>You'll have some ideas about how to use the videos to structure professional development for your staff members.</p>
Step 7	<p>Ensure the Success of Your Teachers in Implementation</p> <p>Read about specific actions you can take to implement each of the shifts in the classrooms of your building.</p>	<p><u>What the principal should do slides</u></p>	<p>You'll know what you can do to ensure effective implementation in your classrooms</p>

Math Module- First Grade

COMMON CORE MODULE:

Adding and Subtracting Single-Digit Numbers in Grade 1

MODULE SUMMARY

Content area focus: Adding and subtracting single-digit numbers

Priority standards: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (1.OA.1)

Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). (1.OA.5)

Domain: 1.OA Operations and Algebraic Thinking

There are only 10 digits in our number system: 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9. These digits are often called the Hindu-Arabic numerals because they originated in India and were brought to Europe by Arabic civilizations during the Middle Ages.

In this base-10 number system, there are exactly 55 unique ways to add single-digit numbers (see chart in Appendix I). Students who master these 55 fact families will build the foundation that is required for all future mathematical endeavors, including multiplication, operations involving fractions, algebra, and geometry.

This module has been developed to guide first-grade students and instructors through the crucial skill of adding and subtracting all of the single-digit numbers by asking students to create representational drawings, measure distances, and become fluent with numerical symbols used to represent these

NYSED Common Core State Standards (CCSS)

Professional Development Module for ELA/Literacy & Math

Facilitator's Guide



The Common Core: College & Career Readiness for Every Student

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.

Time	Activity	Process	Key Points	What to Expect from Participants
15 minutes	Welcome & Introduction Slides: 1-5	Review: Slides of Graduation Rates, and Career & College Readiness (Participants may have questions. Provide a vehicle for asking questions (paper on tables, etc.)	Statewide - graduation rates are up, however, this isn't the bar we've been aiming for - we have a new and significant achievement gap to close.	Many participants may not have looked at the new Common Core Standards and this information may be new to them. Some participants may be familiar with the PARCC assessments.
30 minutes	Overview of the Shifts Slides: 6-21	Present: A high level overview of the shifts and the role of the student, principal, and teacher in these shifts	NYS and other states have adopted the CCSS - What is going to be needed to meet the Common Core? The argument of, "I covered it, why didn't the students get it?" will have to shift.	This is a lot for teachers to absorb. Practitioners may be overwhelmed and will need some time to discuss and process the new information. Allow participants to share with each other first and then share out with the larger group as a whole. Teachers may have concerns about their ability to reach all students (students with special needs, etc.)
30 minutes	Content Expertise Slides: 22-23	Discuss: Adult Conversations and Content Expertise • Talking points -the critical	Productive adult conversations about content- what is the impact of these types of conversations?	Conversation among participants may reveal that some of these adult content conversations are taking place. Allow participants to

ELA/ Literacy Rubric

DRAFT

25

ELA Criteria	Superior (3)
Alignment with CCSS	<ul style="list-style-type: none"> The unit has a clear laser-like focus on a few targeted standards in order to develop deeper conceptual understanding of the knowledge and skills addressed. Major content and performance expectations in the targeted standard(s) are completely addressed in the unit at the level of rigor in the CCSS. The lesson(s) require(s) students to use as well as integrate reading, writing, speaking and listening. In some lessons, technology and media are used as appropriate to support teaching and learning of the targeted CCSS.
Building Disciplinary Knowledge through Informational and Literary Texts	<ul style="list-style-type: none"> The materials require that students be engaged with a balance of domain specific/ informational <i>and</i> literary texts through close analytic readings, comparison and synthesis of information, and evidence-based responses. Selections for the unit should be coherent so that students can build knowledge about a topic or subject and include short and long readings. Short and long readings may be selected from science, social studies, the arts or literature and at grade 6-12 include literary nonfiction.
Staircase of Complexity	<ul style="list-style-type: none"> The unit materials are focused on <u>all</u> students reading the grade level appropriate text around which instruction is centered (identified in Appendix A in the CCSS). The unit provides sufficient time for students reading below grade level to grapple with complex text to build proficiency. The materials provide sufficient scaffolding and the high quality support that are necessary for students reading below grade level.
Text-Based Answers/Evidence-Based Conversations and Writing	<ul style="list-style-type: none"> The unit provides specific, thought-provoking questions that engage students in rich and rigorous conversations that require answers that are supported with evidence from the text. When appropriate, students may be required to compare and contrast (synthesize /integrate) some of the readings as they progress through the unit. Students are required to make evidentiary arguments in conversation as well as construct the same in writing.
Writing from Sources	<ul style="list-style-type: none"> The unit requires that students' writing emphasize use of evidence to inform/ explain or make an argument (in grades 6-12) rather than using a form of de-contextualized prompt such as personal narrative. The lesson requires students to use evidence to inform/explain or make an argument in response to ideas, events, facts, and arguments presented in texts. Students are required to produce a research project in order to demonstrate their ability to write for research. Students' writing must exhibit awareness of audience and multiple points of view. A balance of on-demand and process writing is evident across the unit.
Academic Vocabulary	<ul style="list-style-type: none"> The unit provides the opportunity for students to continually build the vocabulary they need to access the specific grade level complex texts that they are required to read. The unit establishes an expectation that students have experiences/ opportunities to utilize vocabulary throughout writing, speaking & listening. The lesson require students to use pivotal and commonly found academic vocabulary to access complex texts across content areas.

Mathematics Rubric

DRAFT²⁶

Mathematics Criteria	Superior (3)
(1) Alignment with CCSS	<ul style="list-style-type: none">• <u>All</u> content and performance expectations in the targeted standard(s) are completely addressed in the unit at the level of rigor in the CCSS.• Standards for mathematical practice are embedded and integrated in the unit.• Technology and media are used as appropriate to support teaching and learning of the targeted CCSS.
(1) Focus	<ul style="list-style-type: none">• The unit is narrowly focused on strong foundational knowledge and deep conceptual understanding of priority standards; mathematical practice(s) are included.• The materials provide the opportunity for students to transfer mathematical skills and understanding across concepts and grades.
(1) Coherence	<ul style="list-style-type: none">• The unit includes a description of prior knowledge and the conceptual understanding of core content built in previous years, that provides the foundation for the unit and builds connections to students' future learning.• Knowledge, skills, abilities, and learning opportunities are linked with one another and the targeted CCSS (i.e. a clear linear progression is evident in the unit toward the standard).
(1) Fluency	<ul style="list-style-type: none">• Unit materials build upon students' deep understanding to develop and reinforce their speed and accuracy with simple calculations that involve core functions.• The unit provides guidelines for how class time might be structured to include opportunities for students to build fluency with core functions so that they are able to understand more complex concepts.

New York State Assessment Transition Plan ELA & Math

DRAFT²⁷

Revised October

Assessment – Grade / Subject	2011-12	2012-13	2013-14	2014-15
ELA				
Grades 3-8	Aligned to 2005 Standards	Aligned to the Common Core		PARCC ²
Grade 9 ¹				
Grade 10 ¹				
Grade 11 Regents	Aligned to 2005 Standards			
Math				
Grades 3-8	Aligned to 2005 Standards	Aligned to the Common Core		PARCC ²
Algebra I ³	Aligned to 2005 Standards	Aligned to the Common Core		
Geometry ³	Aligned to 2005 Standards	Aligned to the Common Core ⁴		
Algebra II ³	Aligned to 2005 Standards			
Additional State Assessments				
NYSAA		Aligned to the Common Core		NCSC ⁵
NYSESLAT	Aligned to 2005 Standards	Aligned to the Common Core		

1 New ELA assessments in grades 9 and 10 will begin during the 2012-13 school year and will be aligned to the Common Core, pending funding.

2 The PARCC assessments are scheduled to be operational in 2014-15 and are subject to adoption by the New York State Board of Regents. The PARCC assessments are still in development and the role of PARCC assessments as Regents assessments will be determined. All PARCC assessments will be aligned to the Common Core.

3 The names of New York State’s Mathematics Regents exams are expected to change to reflect the new alignment of these assessments to the Common Core. For additional information about the upper-level mathematics course sequence and related standards, see the “Traditional Pathway” section of Common Core Mathematics Appendix A.

4 The timeline for Regents Math roll-out is under discussion.

5 New York State is a member of the NCSC national alternate assessments consortium that is engaged in research and development of new alternate assessments for alternate achievement standards. The NCSC assessments are scheduled to be operational in 2014-15 and are subject to adoption by the New York State Board of Regents.

Common Core: Alignment of the Science & Social Studies Assessments

DRAFT

As of October 20, 2011 (Subject to Revision)

Assessment – Grade / Subject	2011-12	2012-13	2013-14	2014-15
Science				
Grades 4 & 8 ⁴	Aligned to 1996 Standards			
Grades 4 & 6-8 ⁴			Aligned to Next Generation Science Standards with Common Core Infusion	
Earth Science ⁴	Aligned to 1996 Standards		Aligned to Next Generation Science Standards with Common Core Infusion	
Living Environment ⁴				
Chemistry ⁴	Aligned to 1996 Standards		Aligned to Next Generation Science Standards with Common Core Infusion	
Physics ⁴				
Social Studies				
Grades 6-8 ⁴			Aligned to 1996 Standards with Common Core Infusion	
Global Hist. & Geo. ⁵	Aligned to 1996 Standards		Aligned to 1996 Standards with Common Core Infusion	
U.S. Hist. & Gov't.	Aligned to 1996 Standards		Aligned to 1996 Standards with Common Core Infusion	

⁴ In conjunction with New York State’s Race to the Top award, there will be new Science assessments in grades 6 and 7 and new Social Studies assessments in grades 6-8. These assessments are expected to include the Common Core Literacy Standards and will be infused with Common Core expectations (e.g., reliance on enduring understandings rather than non-core factual knowledge) to reflect New York State’s adoption of the Common Core. The state-level and national dialogues about learning standards are ever-changing, and should the New York State Board of Regents choose to adopt new learning standards such as the Next Generation Science Standards currently under development by a multi-state consortium of which New York is a lead state, these new assessments will be aligned to new learning standards.


The graphic represents that there will also be a new Gr 8 assessment...

⁵Pending acceptance and approval of Next Generation Science Standards by Board of Regents. New York State is participating in development of the NGSS.

NY State Test Item 5th Grade Math (2005)²⁹

12

Pierre is making an apple crumb pie using the items below.

APPLE CRUMB PIE 	
Crumb	Filling
$\frac{3}{4}$ cup flour	4 cups sliced apples
$\frac{1}{3}$ cup sugar	$\frac{1}{3}$ cup sugar
$\frac{1}{4}$ cup butter	$\frac{1}{2}$ cup raisins

How much total sugar must Pierre use to make the pie crumb and filling?

F $\frac{7}{12}$ cup

G $\frac{2}{6}$ cup

H $\frac{3}{4}$ cup

J $\frac{2}{3}$ cup

Example Common Core Performance Task 5th Grade Math

30

Stuffed with Pizza

Tito and Luis are stuffed with pizza! Tito ate one-fourth of a cheese pizza. Tito ate three-eighths of a pepperoni pizza. Tito ate one-half of a mushroom pizza. Luis ate five-eighths of a cheese pizza. Luis ate the other half of the mushroom pizza. All the pizzas were the same size. Tito says he ate more pizza than Luis because Luis did not eat any pepperoni pizza. Luis says they each ate the same amount of pizza. Who is correct? Show all your mathematical thinking.

Example Annotated Student Work

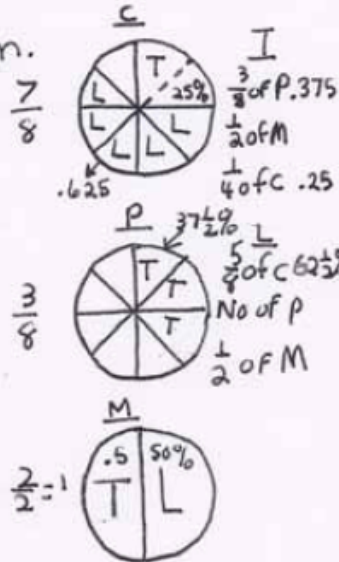
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I will find who is correct, Tito or Luis.

I will make a diagram.

Key	
T	TITO
L	Luis
C	cheese
P	Pepperoni
M	mushroom
	pizzas



Tito ate

$$\frac{3}{8} + \frac{1}{2} + \frac{1}{4} = ?$$

$$\frac{3}{8} + \frac{4}{8} + \frac{2}{8} = \frac{9}{8} = \boxed{\frac{1}{8}}$$

Luis ate

$$\frac{5}{8} + \frac{1}{2} = ?$$

$$\frac{5}{8} + \frac{4}{8} = \frac{9}{8} = \boxed{\frac{1}{8}}$$

you have to find how to have 8 in the denominator so you add equivalent fractions

Answer: Luis was right because they both ate $\frac{1}{8}$ pizza

The student is able to make sense and persevere in solving the problem. The student demonstrates correct reasoning of proportional parts of a whole, correctly assigns each boy pizza pieces, and finds the correct equivalent fractions to state a correct answer. The student verifies her/his answer with decimals and percents and brings prior knowledge of statistics to the solution.

The student models with mathematics. The area model/diagram of the pizzas is accurate, labeled, and a key defines Tito, Luis, and the types of pizzas. The student uses the diagram to record some of her/his extended thinking to percents and decimals.

NY State Test Item English Language Arts (2005³²)

Your Task:

Write a critical essay in which you discuss *two* works of literature you have read from the particular perspective of the statement that is provided for you in the **Critical Lens**. In your essay, provide a valid interpretation of the statement, agree *or* disagree with the statement as you have interpreted it, and support your opinion using specific references to appropriate literary elements from the two works. You may use scrap paper to plan your response. Write your essay, beginning on page 3 of the essay booklet.

Critical Lens:

“It is only with the heart that one can see rightly . . .”

—Antoine de Saint-Exupéry

The Little Prince, 1943

Example Common Core Performance Task

English Language Arts & Literacy

Richard Wright struggles to find his ‘place’ in society. He refuses to forgo his morality and beliefs to conform to the status quo. Examine Wright’s pride. Find examples in the text that demonstrate the influence pride has on Wright’s actions. How does his pride influence his decisions? Is pride a positive or negative influence in Wright’s life? How does Wright’s pride affect how his family members treat him?”

Example Annotated Student Work

Wright's pride prompts him to make principled decisions and carry out actions that illustrate his morality and inherent beliefs. Wright refuses to neglect his values and chooses right over wrong even when he recognizes that failure to adhere to what is expected of him will ultimately result in negative and often violent consequences. When he receives the title of valedictorian and refuses to read the speech prepared for him by his principal, choosing instead to present his own speech in spite of the threat of being held back, Wright's pride is demonstrated. Although he comprehends the consequences and the gravity of his decision, Wright refuses to compromise his beliefs: "I know that I'm not educated, professor . . . But the people are coming to hear the students, and I won't make a speech that you've written" (174). Though urged by his family members and his classmates to avoid conflict and to comply with the principal's demand, Wright refuses because he does not believe it is the morally correct thing to do....

The Student organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.

Student uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

The Student develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples knowledge of the topic.

Example Common Core Performance Task

English Language Arts & Literacy

You have read information from three sources about media in daily life or in world affairs. When you consider what all these different sources say about the effects of media use:

What are the gains?

What are the dangers for the lives of young people? And for a larger society?

Write a short (750 words) essay in which you:

Explain what's at stake: Why does this issue matter?

Develop and state your own position.

Defend your position with a range of different types of evidence (interviews, research data, and newspaper reports, etc.).

Example Annotated Student Work

Student uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Student establishes and maintains a formal style and objective tone while attending to the norms and conventions.

....Furthermore, Facebook, YouTube, and MySpace are a few examples of social networking that pull youth off track. For example, in "Fast Times at Woodside High", Vishnal a bright 17-teen year old was not able to finish the book Kurt Vonnegut's Cat's Cradle, his summer reading assignment, but he managed to read only 43 pages in two months. Vishnal's lack of academic proficiency was due to Facebook and creating videos for YouTube.

Additionally, according to "Media Use" children spend two hours and 46 minutes on average on the computer and about 48 minutes reading. This shows us that kids are losing their educational interest because of the media. Also the youth are not being productive enough sitting in front of a TV screen. According to Smith, for each "additional hour a student watches TV, they 5 times less likely to participate in school sports". This can also lead to health issues and result in obese children, because kids no longer want to participate in activities outside but instead sit and watch TV.

The Student develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples knowledge of the topic.

Timeline for Availability of Sample Test Items

- **2012-13**
 - Grade 3-8 NYS English Language Arts: Summer 2012
 - Grades 3-8 NYS Mathematics: Summer 2012
 - Grades 9-10 NYS English Language Arts (if funding available): Summer 2012
- **2013-14**
 - Algebra I: Summer 2012
- **2014-15 (if PARCC adopted by the Board of Regents)**
 - PARCC 3-11 English Language Arts & Literacy: Summer 2013
 - PARCC 3-11 Mathematics: Summer 2013

Disregard this slide- this is Albany training

Scope & Sequence for CCSS PD in 11/12

38

Month	Date	Content Area	Topic
November	Nov 29	Standards	ELA Shift 1, 2 (Text Pairs, Teacher Practice)
	Nov 29 Night Session	Standards	ELA Shift 1 (Content Knowledge)
	Nov 30	Standards	Math
March	March 12 Night Session	Standards	ELA Shift 3 (lexiles +, scaffolding, quadrad)
April	April 16 Night session	CCSS Content Workshop	Shakespeare
May	May 14	Standards	ELA Shifts 4, 5, 6
	May 14 Night Session	Standards	Language of Power
July	July 9-13	CCSS Math Module Workshop for Teachers/Principals	
		CCSS ELA Module Workshop for Teachers/ Principals	
		3 Initiatives for Network Teams – Yr 2	

Content Expertise – Think, Pair Share

Table Discussions

- In what content am I an expert?
- How many adult conversations have I had (since school started) about the content I teach?
- What are the criteria for a productive, enriching adult conversation about content?

Looking at Student Work – Working Together

1. Assemble in grade level groups of 3.
2. Collect all of the writing samples for your grade.
3. Assign a recorder for your group.
4. Create a T chart and draw conclusions about the student work:

What do these students know?	What can these students do?
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Looking at Student Work

Is there a gap between the work currently being produced in your school at this grade level than the student work in the Appendix of the Common Core State Standards? If so, what is it?

What are the implications for our practice?