

# From GPS to CCGPS



MADISON COUNTY SCHOOL SYSTEM

# Why Common Core?

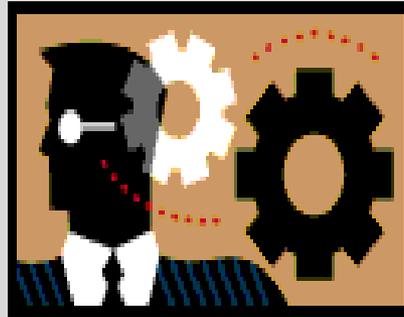


- National Perspective (47 states)—Gives Our Students an Even Playing Field
- Aligned with college and work expectations
- Focused and coherent
- Include rigorous content
- Application of knowledge through higher-order thinking skills
- A focus on practical literacy, and text-based connections (writing “across” the curriculum takes on a new meaning—writing “connected to” the curriculum).
- Internationally benchmarked, preparing students for global society
- Based on evidence and research

# Why Common Core?



A Focus on Application,  
on Integration of Thoughts and Ideas,  
on Higher-Order Thinking . . .



Means Rigorous and Relevant Learning Experiences  
For ALL Students . . . And ALL Teachers!

## How do the Common Core Standards align with GPS Standards?



- Georgia worked with other states to develop the Common Core Standards.
- The CCGPS are *aligned* to the GPS—in many instances you will see the same language.
- The *intent* of the standards is the difference:
  - Rigor
  - Higher-Order Thinking
  - Focus on student ability to read and write across the curriculum
  - Focus on student ability to access and use information
  - Foster reasoning and “sense-making”
  - Emphasis on literacy in science, social studies, and technical classes—not replacing their standards, a complement to them
  - Literacy standards affect and are foundational for every other content area.

# Spiraling of Content--ELA



**Grade 3  
Students:**

**Grade 4  
Students:**

**Grade 8  
Students:**

**Grade 9-10  
Students:**

**Grade 11-12  
Students**

**Writing Standard 3-** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

a. **Orient the reader by** establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

a. **Engage** and orient the reader by establishing a **context and point of view** and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and **logically**.

a. Engage and orient the reader by **setting out a problem, situation, or observation**, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; **create a smooth progression of experiences or events**.

a. Engage and orient the reader by setting out a problem, situation, or observation **and its significance**, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

# Shifts in Teaching and Learning—ELA



- Increase in informational texts.
- Increased text complexity.
- Focus on academic vocabulary.
- Increased expectation for text-based answers.
- Increased writing using a variety of sources and across subject areas.
- Literacy instruction in content areas.

*Increased expectation for integration of texts and making “big picture” connections—“read like a detective and write like an investigative reporter”.*

# Shifts in Teaching and Learning—Math



- Focus on ability to solve real-world problems.
- Focus on ability to explain reasoning behind an answer- much more “writing” in mathematics
- Focus on integration of mathematical skills rather than skills in isolation.
- Teacher as a facilitator/model of mathematical practice and problem-solving skills.

# Assessment Shifts – From CRCT/EOCT to PARCC

BEGINNING  
OF YEAR

END  
OF YEAR

## Performance-Based Assessment (PBA)

administered as close to the end of the school year as possible (approx 75%). The ELA/literacy PBA will focus on writing effectively when analyzing text. The mathematics PBA will focus on applying skills, concepts, and understandings to solve multi-step problems requiring abstract reasoning, precision, perseverance, and strategic use of tools

**End-of-Year Assessment (EOY)** administered after approx. 90% of the school year. The ELA/literacy EOY will focus on reading comprehension. The math EOY will be comprised of innovative, machine-scorable items

75% of Yr

### Performance-Based Assessment (PBA)

- Extended tasks
- Applications of concepts and skills

90% of  
Yr

### End-of-Year Assessment

- Innovative, computer-based items

# Developing the PARCC Assessment System

## ENGLISH LANGUAGE ARTS/LITERACY

Balance of literature and informational texts; focus on text complexity

Emphasis on argument, informative/ explanatory writing, and research

Literacy standards for history, science and technical subjects

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## MATHEMATICS

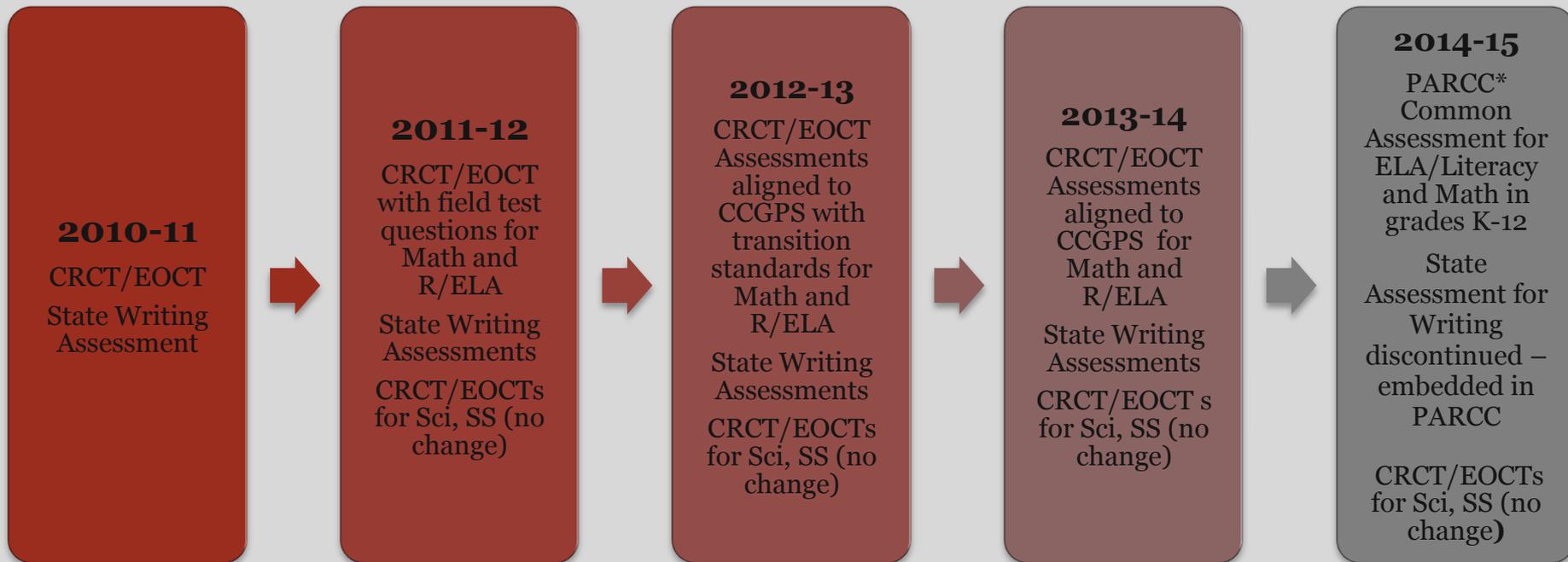
Focus, coherence and clarity: emphasis on key topics at each grade level and coherent progression across grades

Balance between procedural fluency and understanding of concepts and skills

Promote rigor through mathematical proficiencies that foster reasoning and understanding across discipline

**ANCHORED IN COLLEGE AND CAREER READINESS**

# Assessment Timeline for shift from CRCT/EOCT to PARCC for ELA, and Math



*\*Partnership of Assessment of Readiness for College and Career (PARCC)*

*\*\*\*As additional assessment information becomes available from the state, the assessment timeline will be updated.*

# Sample Grade 10 ELA Evidence-Based Selected-Response Item - PARCC



## Part A

Which of the following sentences best states an important theme about human behavior as described in Ovid’s “Daedalus and Icarus”?

- a. Striving to achieve one’s dreams is a worthwhile endeavor.
- b. The thoughtlessness of youth can have tragic results.\*
- c. Imagination and creativity bring their own rewards.
- d. Everyone should learn from his or her mistakes.

## Part B

Select three pieces of evidence from Ovid’s “Daedalus and Icarus” that support the answer to Part A.

- a. “and by his playfulness retard the work/his anxious father planned” (lines 310-311)\*
- b. “But when at last/the father finished it, he poised himself” (lines 312-313)
- c. “he fitted on his son the plumed wings/ with trembling hands, while down his withered cheeks/the tears were falling” (lines 327-329)
- d. “Proud of his success/the foolish Icarus forsook his guide” (lines 348-349)\*
- e. “and, bold in vanity, began to soar/rising above his wings to touch the skies” (lines 350-351)\*
- f. “and as the years went by the gifted youth/began to rival his instructor’s art” (lines 376-377)
- g. “Wherefore Daedalus/enraged and envious, sought to slay the youth” (lines 384-385)
- h. “The Partridge hides/in shaded places by the leafy trees...for it is mindful of its former fall” (lines 395-396, 399)

# Sample ELA PARCC Item – Grade 7



You have read three texts describing Amelia Earhart. All three include the claim that Earhart was a brave, courageous person. The three texts are:

- “Biography of Amelia Earhart”
- “Earhart's Final Resting Place Believed Found”
- “Amelia Earhart’s Life and Disappearance”

Consider the argument each author uses to demonstrate Earhart’s bravery.

Write an essay that analyzes the strength of the arguments about Earhart’s bravery in at least two of the texts. Remember to use textual evidence to support your ideas.

# Sample ELA Grade 6 Technology-Enhanced Selected-Response Item



## Part A

Choose one word that describes Miyax based on evidence from the text. There is more than one correct choice listed below.

- A. reckless
- B. lively
- C. imaginative\*
- D. observant\*
- E. impatient
- F. confident

## Part B

Find a sentence in the passage with details that support your response to Part A. Click on that sentence and drag and drop it into the box below.

## Part C

Find a second sentence in the passage with details that support your response to Part A. Click on that sentence and drag and drop it into the box below.

# Sample ELA Grade 3 Evidence-Based Selected-Response Item



## Part A

What is one main idea of “How Animals Live?”

- a. There are many types of animals on the planet.
- b. Animals need water to live.
- c. There are many ways to sort different animals.\*
- d. Animals begin their life cycles in different forms.

## Part B

Which sentence from the article best supports the answer to Part A?

- a. “Animals get oxygen from air or water.”
- b. "Animals can be grouped by their traits.”\*
- c. "Worms are invertebrates.”
- d. "All animals grow and change over time.”
- e. "Almost all animals need water, food, oxygen, and shelter to live."

# High School Math Sample Item - PARCC



## Transforming graphs of quadratic functions (high school)

◀ About the task CCSSM Alignment Part a Part b Scoring ▶

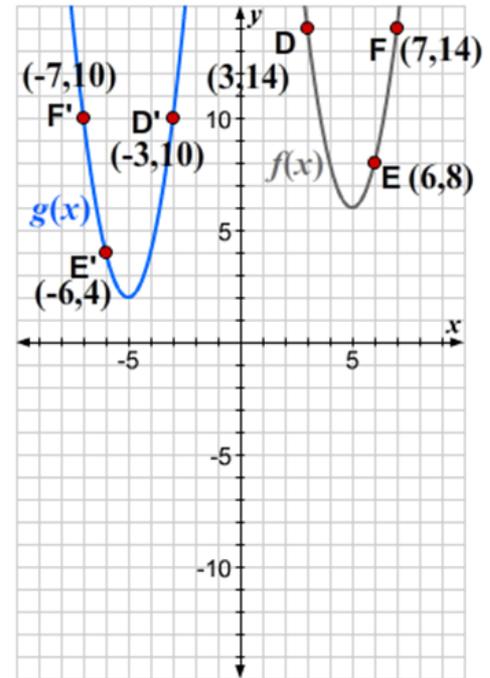


Write your answers to the following problem in your answer booklet.

The graph of the quadratic function

$$f(x) = 2(x - 5)^2 + 6 \text{ is shown.}$$

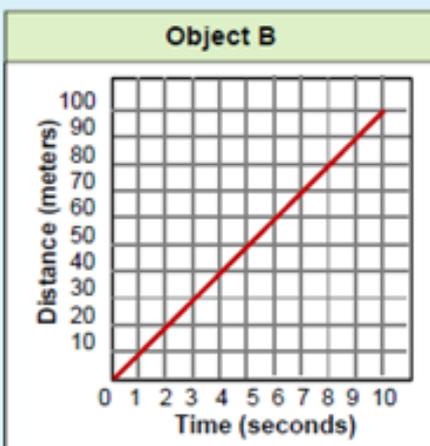
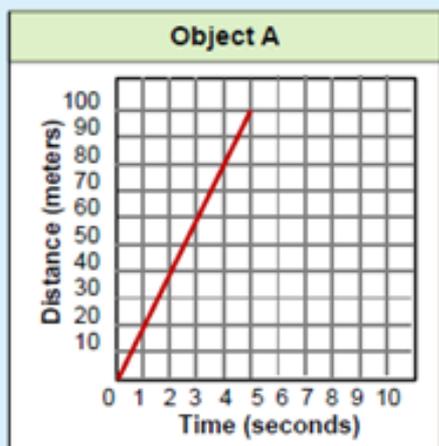
The graph of a new function,  $g(x)$ , is obtained by applying a congruence transformation to the graph of  $f(x)$ , which takes the points D, E, and F to the points D', E', and F', respectively.



Notice the  
Writing  
required

- Describe a sequence of congruence transformations that gives the graph of the new function  $g(x)$ .
- Write an equation for  $g(x)$ .
- Compare your equation for  $g(x)$  to the equation of the original function,  $f(x)$ . How do the differences in the equations reveal the transformations you described in part (a)?

# Grade 7 Sample Item Math - PARCC



**Object C**

Time (seconds)	Distance (meters)
0	0
3	10
6	20
9	30

Object C moves at constant speed.

**Object D**

Time (seconds)	Distance (meters)
0	0
1.5	10
3	20
4.5	30

Object D moves at constant speed.

The speed of an object is defined as the change in distance divided by the change in time.

Information about objects A, B, C and D are shown in the graphs and tables.

Based on the information given, drag and drop the object names in order from greatest speed to least speed in the table provided.

<b>Object A</b>	Greatest Speed  Least Speed	
<b>Object B</b>		
<b>Object C</b>		
<b>Object D</b>		

# Grade 3 Math Sample - PARCC



## Grade 3 Mathematics (Number Line)

### SAMPLE ITEM

Drag each fraction to the correct location on the number line.

●  $\frac{1}{2}$    ●  $\frac{3}{2}$    ●  $\frac{6}{2}$



The fraction number line task is adapted from a task available at <http://illustrativemathematics.org>.

[Reset](#)

### For More Item Specific Information

 [PARCC Math Sample Problems\\_GR3\\_Frac-Num-LineV2.pdf](#)



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# What does this mean?



- This year is a teaching and learning year for teachers and students
- Two years to “shift” instructional strategies and student skills to prepare for a different type of standard and a different type of assessment
- Need support from parents to encourage student confidence in close reading, writing in all content areas (especially math), supporting all answers with evidence from the text

# Resources and Supports Available



- [www.georgiastandards.org](http://www.georgiastandards.org)
- [www.negaresa.org](http://www.negaresa.org)
- [www.gpb.org](http://www.gpb.org)
- [www.corestandards.org/resources](http://www.corestandards.org/resources)
- [www.parcconline.org](http://www.parcconline.org)

# Implementation of CCGPS



- Questions, Comments, Concerns
- Building Level CCGPS Contacts
- Thank you for your time and attention!