WHAT ARE THEY, WHY ARE WE USING THEM, AND HOW DO THEY AFFECT MY STUDENT?
COMMON CORE & SMARTER BALANCED FOR STUDENTS WITH DISABILITIES

AUDIENCE SURVEY:
ELEMENTARY, MIDDLE, HIGH SCHOOL
DEFINITIONS TO KNOW: STANDARDS, CURRICULUM & ASSESSMENT

- **STANDARDS**: Tell us WHAT students need to know and do.

- **CURRICULUM**: MATERIALS and METHODS used to teach standards.

- **ASSESSMENT**: How we MEASURE student progress based on the academic standards used.
The Common Core are **STANDARDS**
- **WHAT** students need to know and be able to do at each grade level; consistent knowledge and skills
- Set of clear goals and expectations for each grade level

They are **NOT CURRICULUM**
- **HOW** to teach is up to our district and schools
- Local control is maintained over how to teach and what materials to use
- Texts, resources, and materials are not dictated by CCSS

They are **NOT ASSESSMENT**
- The Smarter Balanced Assessment is a way of *measuring* student progress based on the academic standards
- Oregon and the U.S. mandate an annual assessment of student learning, for evaluation and accountability purposes
COMMON CORE STATE STANDARDS: A LITTLE HISTORY

1901: Oregon adopts its first educational standards.
COMMON CORE STATE STANDARDS:
A LITTLE HISTORY

In the early 2000s: Every U.S. state has developed its own academic content standards and assessments
2009: State leaders launch effort to develop consistent standards to prepare students for college and careers
2010: K–12 grade-by-grade college and career readiness standards are completed, reviewed, validated, and published.
2010: Oregon adopts the Common Core State Standards, replacing its previous standards in math and language arts.
By 2014: 43 states, D.C., 3 territories & Dept. of Defense schools have adopted and are implementing Common Core
COMMON CORE STATE STANDARDS: WHERE DID THEY COME FROM? WHY ARE WE USING THEM?

3-minute video
COMMON CORE STATE STANDARDS: WHAT ARE THEY?

- Voluntary state-led effort for consistent standards, **not** a federal mandate
- Fewer, clearer, higher standards, based on evidence & research
- Aligned with college and work expectations
- Rigorous content and higher-order skills for 21\textsuperscript{st} century success
- Internationally benchmarked: Incorporating standards of excellence found in high-achieving countries

**GOAL:** All students ready for college and careers
Oregon has recently adopted new standards in three core subjects:

- **English Language Arts (ELA):** Common Core
- **Math:** Common Core
- **Science:** Next Generation Science Standards (adopted March 2014)

Think of the standards as a roadmap for each grade level…
MYTH VS. FACT

**MYTH**
- Common Core Standards are not research-based.

**FACTS**
- The standards are based on the integration of research and practice over the course of many years.
- The English standards are based on the same building blocks used for our national assessment, which produces the Nation’s Report Card.
- The math standards are based on studies of high-performing countries.
COMMON CORE STATE STANDARDS: LET'S PUT THEM IN YOUR HANDS

Internet: Open a browser and go to:
www.corestandards.org
or
www.ode.state.or.us

Smartphone: In the app store, search for “Common Core” and download the app from MasteryConnect.
Changes in **Language Arts**:

- More reading from informational texts
- More complex texts from grade to grade
- More emphasis on using evidence in all subjects
- More focus on reading and writing in all subjects
In **Language Arts**, you should expect to see:

- Real-world examples that make what students are learning more relevant
- Reading materials that are both non-fiction and fiction (increased informational texts)
- Writing assignments that emphasize using evidence from multiple sources
In Science, Social Studies, and other subjects, you should expect to see written assignments that ask students to:

- Use more than one source of information
- Use evidence to support their statements
- Read and write well

COMMON CORE STATE STANDARDS: WHAT DOES THIS MEAN TO MY STUDENT?
ACTIVITY:
WHY DO WE TEACH MATH?

Talk with your neighbors for a moment…
ACTIVITY: WHY DO WE TEACH MATH?

Primarily two answers:

- Mathematical topics are useful in science, social science, business, citizenship and everyday life.
- Learning mathematics promotes problem solving skills, analytic perspective, and logical thinking.
Changes in Math:

- Diving deeper into fewer topics, rather than being “a mile wide and an inch deep”
- Building across grades, so students’ learning about each math concept grows over time
- Teaching the concept, procedure and application with equal importance, so students really understand and can apply their learning
In **Math**, you should expect to see:

- Real-world examples that make what students are learning more relevant
- Increased reading and writing expectations
- Math work that emphasizes process over getting the one “right answer”
- Math work that asks students to use and evaluate different methods to solve the same problem
In the Common Core, we address both math knowledge and application throughout the standards. This is not only educationally sound, but especially important with limited time and resources.

**Common Core Pillars of Mathematics**

- Conceptual Understanding
- Procedural Fluency
- Ability to Apply
“Don’t ask why; just flip it over and multiply.”

vs.

Students see, understand, and become fluent with the method, learn to apply it, and are able to build on what they know.
We need fabric store workers who know when and how to divide by fractions. They have a bolt of fabric that is 3 ¼ yards long and need to make six 5/8 yard long sections.

Is there enough?
COMMON CORE STATE STANDARDS
WHY DO WE TEACH MATH?

CCSS Math
Principles:

- Coherent, step-by-step, development between grade levels.
- Authentic application problems.
- Student engagement.

Antonio and Juan are in a 4-mile bike race. The graph below shows the distance of each racer (in miles) as a function of time (in minutes).

a. Who wins the race? How do you know?
b. Imagine you were watching the race and had to announce it over the radio, write a little story describing the race.
COMMON CORE STATE STANDARDS
RAISING EXPECTATIONS AND ACHIEVEMENT FOR SPECIAL EDUCATION
WHY: RAISE THE TARGET
WE LIVE IN A CERTIFICATE SOCIETY
Of the 4J HS graduates we can track, 73% need remedial courses in community college.
WHY: RAISE THE TARGET ACHIEVE 40-40-20 BY 2025

Oregonians’ education: Goal far beyond current reality

- **Goal (2025)**
  - Less than high school: 20%
  - High school only: 40%
  - Associate's degree or credential: 40%
  - Bachelor's degree or higher: 10%

- **Current (2010)**
  - Less than high school: 42%
  - High school only: 18%
  - Bachelor's degree or higher: 10%
WHY: RAISE THE BAR
OREGON’S BAR HAS BEEN SET TOO LOW

What it takes to pass Oregon tests is among the lowest in the nation

4th grade math
WHY: RAISE THE BAR
OREGON’S BAR HAS BEEN SET TOO LOW

What it takes to pass Oregon tests is among the lowest in the nation

4th grade reading
Why: Raise the Bar
Collaborate & Compare Nationally

Most Oregon students pass tests based on Oregon’s old standards, but don’t perform as well on nationwide test.
WHY: FIX THE SYSTEM — COMMON CORE GETS SPECIAL EDUCATION ON THE RIGHT TRAJECTORY
Oregon teachers reported that approximately 80% of their curriculum and pedagogy was aligned to Common Core State Standards.

Eugene 4J teachers have been prioritizing curriculum and aligning strategies in recent years.

Many supports, resources, and interventions are in place and continue to be developed and implemented for all students, and particularly those who struggle.
As always, the IEP team creates an individual plan for each student. Each IEP must address:

- Specially designed instruction.
- Accommodations and modifications help level the playing field and provide access. Technology is creating new tools for this.
- Transition planning to prepare for life after high school.
- State and district testing includes accommodations to help special education students demonstrate knowledge and skills.

**GOAL: All students ready for college and careers**
Common Core standards will be integrated into IEP goals.

Students may be taught and progress monitored at their instructional level, as well as their grade level.

Continued emphasis on inclusion and exposure to core instruction at their grade level.

Instructional techniques are changing to create student-centered classrooms, strategies for making student thinking visible, and increasing student engagement.

4J teachers are receiving professional development to implement Common Core and shifts in instruction.

GOAL: All students ready for college and careers
ARE COMMON CORE STATE STANDARDS REALLY FOR ALL STUDENTS?

Should we expect students with special needs to meet the rigors of the Common Core?

Don’t they need “specially designed” curriculum?
If we don’t hold **ALL** students to the same high standards, then what are the implications for high school graduation?

It is a matter of EQUITY.
ARE COMMON CORE STATE STANDARDS REALLY FOR ALL STUDENTS?

ALL students deserve to have the same opportunities to acquire the skills that will allow them to graduate from high school and be college and career ready.
The Common Core stresses conceptual understanding and application.

This actually benefits students with special needs.
Our district has:

- a continuing responsibility to use Oregon state standards that we’ve had for more than 100 years.
- a continuing responsibility to assess students’ learning based on state standards.
- a continuing responsibility to develop individualized education plans for students in special education.
- a continuing focus on specialized instruction and supports to access Common Core standards.
Diploma systems remain the same:

- Students in special education may earn a regular diploma, a modified diploma, or a certificate of attendance.
- A student’s IEP provides an individualized roadmap to completing a diploma or alternative.

GOAL: All students graduate career and college ready.
Diploma systems remain the same:

- To earn a **regular diploma**, a student needs:
  - 24 credits across required areas and
  - Demonstration of Essential Skills (via work samples or test scores on Smarter Balanced, SAT, Work Keys, etc.)

**GOAL:** All students graduate career and college ready.
COMMON CORE STATE STANDARDS: DIPLOMA OPTIONS REMAIN THE SAME

Diploma systems remain the same:

- To earn a modified diploma:
  - IEP teams will continue to use the same process of modifications to classes and test scores.
  - Oregon students with modified diplomas can receive financial aid to attend college.

GOAL: All students graduate career and college ready.
WE ADOPTED NEW STANDARDS

<table>
<thead>
<tr>
<th>COMMON CORE STANDARDS</th>
<th>DO:</th>
<th>DON’T:</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Inform meaningful classroom instruction</td>
<td>o Tell teachers what to teach</td>
<td></td>
</tr>
<tr>
<td>o Help teachers tailor instruction to meet the needs of their students</td>
<td>o Require teachers to “dumb down” instruction</td>
<td></td>
</tr>
<tr>
<td>o Guide responsible use of assessments</td>
<td>o Force teachers to use select materials or tests</td>
<td></td>
</tr>
</tbody>
</table>

Now we need new ways to measure student learning of our standards.
SMARTER BALANCED ASSESSMENTS: NEW OAKS TESTS IN MATH & LANGUAGE ARTS

OUR COMMITMENT TO ACCOUNTABILITY
OREGON’S TIMELINE OF IMPLEMENTING SMARTER BALANCED TESTS

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

Smarter Balanced Assessment Consortium

Pilot Test
May 2013
2012-13
2013-14

Field Test

Operational Test
2014-15

October 2010
State tests are nothing new.

- Oregon public schools are required to assess how well students have mastered state standards.
- Do they know what they need to know, and can they do what they need to do, at their grade level?

In recent years the assessment has been OAKS, aligned to the old Oregon Standards.
**TESTING: WHY CHANGE THE STATE TEST?**

- New standards require new tools to measure student learning, aligned to the new standards
- Most states are working to develop common tests, rather than every state being different
- Oregon is partnering with ~20 other states in the Smarter Balanced Assessment Consortium
New Smarter Balanced OAKS tests replace the old OAKS tests for language arts and math.

OAKS test for science has not changed.

Oregon state tests are taken on a computer; this is familiar to Oregon students.
Teachers from my state were not involved in the development of these new tests.

**Fact**

- Thousands of K–12 educators and higher education faculty from Smarter Balanced member states worked together to develop the tests.
- Hundreds of educators in Oregon helped develop test questions, create teaching resources, and are currently helping set achievement levels.
TESTING: HOW IS SMARTER BALANCED TEST DIFFERENT?

- Part of the test is computer adaptive: it adjusts the difficulty of questions based on students’ responses.
- Part of the test asks students to apply their knowledge and skills to real-world problems.
- Aligned with standards, problems are more content rich and require students to articulate their thinking.
TESTING: HOW IS SMARTER BALANCED DIFFERENT?

- **Selected Response Items**
  Prompt students to select one or more responses for a set of options

- **Constructed Response Items**
  Prompt students to produce a text or numerical response in order to collect evidence about their knowledge or understanding of a given assessment target

- **Technology Enhanced**
  Takes advantage of computer-based administration to assess a deeper understanding of content and skills; collect evidence through a non-traditional response type, such as editing text or drawing an object

- **Performance Tasks**
  Measures depth of understanding, research skills, and complex analysis, which cannot be adequately assessed with selected- or constructed-response items
Five swimmers compete in the 50-meter race. The finish time for each swimmer is shown in the video.

<table>
<thead>
<tr>
<th>Time (seconds)</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.42</td>
</tr>
<tr>
<td>23.18</td>
</tr>
<tr>
<td>23.21</td>
</tr>
<tr>
<td>23.35</td>
</tr>
<tr>
<td>23.24</td>
</tr>
</tbody>
</table>

Men's 50 Meter Freestyle

Explain how the results of the race would change if the race used a clock that rounded to the nearest tenth.
Source 2

The Sun’s energy is captured by devices with many cells that are able to turn the Sun’s rays into power. The power is then stored in batteries. The equipment needed to capture and store solar power costs a lot of money; therefore most private homes are not using solar power. However many businesses and companies are putting money into solar equipment, so they can take advantage of the Sun's endless supply of energy.

The student wrote down some claims to use in his report. Look at the claims in the table. Decide if the information in Source 1, Source 2, both sources, or neither source supports each claim. Click on the box that identifies the source that supports each claim. There will be only one box selected for each claim.

<table>
<thead>
<tr>
<th>Claim</th>
<th>Source 1</th>
<th>Source 2</th>
<th>Both Sources</th>
<th>Neither Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claim 1: Solar power depends on expensive machines.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Claim 2: Solar power is a clean source of energy.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Claim 3: Solar power produces plenty of energy.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
More than 24,000 Oregon students took Smarter Balanced field tests last spring. This included students with disabilities.

Nationwide, more than 4.5 million students helped pilot and field test Smarter Balanced questions.

The field tests included diverse students to gauge accuracy and fairness of test questions.

Surveys and focus groups provided feedback from the students and staff who participated.

What did we learn?
Students did better when they used practice tests first. Kids need to gain exposure to the new test format.

It is important to teach students with disabilities how to effectively use the accessibility supports (Examples: text to speech, masking, pop-up glossaries, etc).

We also need to teach students appropriate stopping points and using breaks effectively (they can have unlimited break time as needed).
SMARTER BALANCED: LESSONS LEARNED FROM FIELD TESTING

- It is important to improve students’ keyboarding and computer skills.

- Practicing math application skills and multi-step problem solving will help students be successful (at home, you could practice with your student when cooking, shopping, and budgeting).

- Practicing reading informational text and citing evidence in written tasks will also help (at home, look for similar discussion activities and critical thinking with evidence).
SMARTER BALANCED: ACCESSIBILITY SUPPORTS ARE AVAILABLE

- Just like with OAKS, there are a wide variety of Accessibility Supports that students can use.

- The language has changed:
  - **Universal Tools** are available to all students.
  - **Designated Supports** are available to any student, as specifically recommended by a teacher or school team.
  - **Accommodations** are for students on IEP’s or 504 plans and are based on accommodations the student is already receiving through the school year.
SMARTER BALANCED: THE NEW LANGUAGE FOR ACCOMMODATIONS

Universal Tools

- **Embedded**

- **Non-embedded**
  - Breaks, English Dictionary, Scratch Paper, Thesaurus

Designated Supports

- **Embedded**
  - Color Contrast, Masking, Text-to-speech, Translated Test Directions, Translations (Glossary), Translations (Stacked), Turn off Any Universal Tools

- **Non-embedded**
  - Bilingual Dictionary, Color Contrast, Color Overlay, Magnification, Read Aloud, Scribe, Separate Setting, Translation (Glossary)

Accommodations

- **Embedded**
  - American Sign Language, Braille, Closed Captioning, Text-to-speech

- **Non-embedded**
  - Abacus, Alternate Response Options, Calculator, Multiplication Table, Print on Demand, Read Aloud, Scribe, Speech-to-text
### Participation In Statewide Assessments

**Will the student participate in any Statewide Assessment?**

Yes

<table>
<thead>
<tr>
<th>Line</th>
<th>View Order</th>
<th>Testing Grade</th>
<th>Assessment Area</th>
<th>Administration Method</th>
<th>Explanation: Why student cannot participate in regular assessment and why alternate assessment was chosen.</th>
<th>Accommodation</th>
</tr>
</thead>
</table>
| 1    | 11         | 05            | OAKS Math      | Standard with Accommodations | Smarter Balanced Assessment Supports
Designated Supports will include:
Separate Setting (Non-embedded)
Color Contrasts (Embedded)
Accommodations will include:
Text to Speech (Embedded)
Print on Demand (Non-embedded) |               |
SMARTER BALANCED: EMBEDDED ACCESSIBILITY SUPPORTS

Choose Settings:

ELA Grades 6-8 Training Test

Language: English

Word List (Glossary): English Glossary

Expandable Passages: Expandable Passages On

Highlighter: ✔

Mark for Review: ✔

Strikethrough: ✔

Color Contrast: Black on White

Masking: Masking Not Available

Print Size: 1X

Text-to-Speech: Off

American Sign Language: Off

This is a screenshot of the settings window when students log in.
## SMARTER BALANCED: HOW LONG DO THESE TESTS TAKE?

<table>
<thead>
<tr>
<th>Test Type</th>
<th>Grade(s)</th>
<th>Computer Adaptive Test</th>
<th>Performance Task</th>
<th>Total</th>
<th>In-Class Activity</th>
<th>Total Time, Testing Plus In-Class Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts/Literacy</strong></td>
<td>3–5</td>
<td>1:30</td>
<td>2:00</td>
<td>3:30</td>
<td>:30</td>
<td>4:00</td>
</tr>
<tr>
<td></td>
<td>6–8</td>
<td>1:30</td>
<td>2:00</td>
<td>3:30</td>
<td>:30</td>
<td>4:00</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>2:00</td>
<td>2:00</td>
<td><strong>4:00</strong></td>
<td>:30</td>
<td><strong>4:30</strong></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>3–5</td>
<td>1:30</td>
<td>1:00</td>
<td>2:30</td>
<td>:30</td>
<td>3:00</td>
</tr>
<tr>
<td></td>
<td>6–8</td>
<td>2:00</td>
<td>1:00</td>
<td><strong>3:00</strong></td>
<td>:30</td>
<td><strong>3:30</strong></td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>2:00</td>
<td>1:30</td>
<td><strong>3:30</strong></td>
<td>:30</td>
<td><strong>4:00</strong></td>
</tr>
<tr>
<td><strong>COMBINED</strong></td>
<td>3 – 5</td>
<td>3:00</td>
<td>3:00</td>
<td><strong>6:00</strong></td>
<td>1:00</td>
<td><strong>7:00</strong></td>
</tr>
<tr>
<td></td>
<td>6 – 8</td>
<td>3:30</td>
<td>3:00</td>
<td><strong>6:30</strong></td>
<td>1:00</td>
<td><strong>7:30</strong></td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>4:00</td>
<td>3:30</td>
<td><strong>7:30</strong></td>
<td>1:00</td>
<td><strong>8:30</strong></td>
</tr>
</tbody>
</table>

Testing is broken up over multiple days to better support students.
## Smarter Balanced: Test Sessions & Breaks

<table>
<thead>
<tr>
<th>Non-Performance Task Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recommendations:</strong></td>
</tr>
<tr>
<td>- No fewer than two sessions (recommended) and no more than six sessions (rare/extreme)</td>
</tr>
<tr>
<td>- Session durations range from 40 to 60 minutes</td>
</tr>
<tr>
<td><strong>Breaks within Sessions</strong></td>
</tr>
<tr>
<td>Breaks can be provided during the testing sessions using the software's pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous screens.</td>
</tr>
<tr>
<td><strong>Total Duration</strong></td>
</tr>
<tr>
<td>Once a student has started the non-PT questions, they will be available for 45 days.</td>
</tr>
<tr>
<td>- Recommendation: Student completes this portion within five days of starting.</td>
</tr>
<tr>
<td><strong>Additional Required Resources</strong></td>
</tr>
<tr>
<td>Headphones are required for the listening portion of the ELA assessment</td>
</tr>
</tbody>
</table>
What the Smarter Balanced test means for you:

- More valuable information for students, parents and teachers about student’s learning progress
- More accurate reflection of student’s readiness for high school graduation, college and careers
- Some students will spend less time taking state tests
- Graduation requirements have **not** gotten tougher for current high school students (for graduation, passing score will be equivalent to old OAKS passing score)
HOW CAN I HELP MY CHILD THROUGH THIS TRANSITION?

**Get Informed**
- Read more about what your child is expected to know and do on Smarter Balanced tests.
- Take the practice test for yourself so you can see what your child will take.

**Get Involved**
- Talk to your child’s principal about your school’s plan for implementing the new tests.
- Talk to your child’s teachers about what your child is learning in school that involves critical thinking and problem-solving and how you can get involved at home.
WHERE CAN I GO TO LEARN MORE?

- www.corestandards.org
- www.smarterbalanced.org
- ODE’s Website
- OAKS Portal
BREAKOUT SESSION

DISCUSS:

What questions do you still have about the Common Core State Standards and Smarter Balanced assessments and their application to students with disabilities?