



Roseville Joint Union High School District

John Montgomery, Assistant Superintendent, Curriculum and Instruction



COMMON CORE STATE STANDARDS

AN INTRODUCTION FOR FAMILIES AND OTHER STAKEHOLDERS

WHAT IS THE COMMON CORE? The Common Core State Standards (CCSS) Publications are available online at the following links:

<http://www.aspendri.org/portal/browse/DocumentDetail?documentId=1595&download>
English Language

<http://www.aspendri.org/portal/browse/DocumentDetail?documentId=1596&download>
Spanish Language



Frequently Asked Questions

What is the *Parents' Guide to Student Success*?

National PTA[®] partnered with experts on the [Common Core State Standards](#) to create grade by grade guides that reflect the Common Core State Standards. Individual guides were created for grades K-8 and two were created for grades 9-12 (one for English language arts/literacy and one for mathematics). Eleven (11) guides were created in all.

Frequently Asked Questions are answered by logging on to the following link:

http://pta.org/files/PDF/Parents_Guide_FAQs_Feb2011.pdf



Field Testing

By participating in the Smarter Balanced Field Test, students, teachers, and administrators will receive valuable exposure to and experience with the California's future assessment system. Students will gain hands-on experience with the functionality of innovative technology-enhanced items and newly designed performance tasks with related classroom activities. Teachers and administrators will gain valuable experience with administration logistics, which will help them prepare for a smooth and successful participation in the operational assessments, which will begin in the 2014–15 school year. Roseville Joint Union High School District will benefit from learning where their technology gaps may be, enabling them to fully prepare for the operational assessments. California will benefit by having the diversity of its student population included in the analysis of test and item quality and development of achievement level scores and descriptors.

“Smarter Balanced” States Testing Dates

The field test will be conducted across Smarter Balanced member states between March 18 and June 6, 2014. As during the spring 2013 Pilot Test, schools may be asked to assess students within a shorter window within this date range. Additional information regarding the field testing window will be provided as it becomes available.

Participation

Students across Smarter Balanced member states will be selected to participate in the scientific sample of the field test. **Participation is defined as taking either the mathematics or the English–language arts (ELA) field test.** California students will make up approximately 36 percent of the overall scientific sample. The California Department of Education (CDE), along with its contractor, Educational Testing Service (ETS), will select a scientific sample of approximately 681,000 students from California in grades three through eleven to participate in the Smarter Balanced field test. **In addition to the scientific sample, all California districts will be required to participate in the field test.**

Early Assessment Program

Grade eleven students beyond the scientific sample will be encouraged to take the field test, but those who volunteer to take the CSTs for Early Assessment Program purposes will be allowed to do so.

California Alternate Performance Assessment (CAPA)

The only students who will not be sampled for the field test are those who take the California Alternate Performance Assessment (CAPA). The criteria for

student eligibility to take the CAPA are available on the [CDE STAR Program Web page](#).

Computer Based Test and Performance Task

The field test will engage students in a computer-based component and performance task component. Item types will include those that will be found on the operational assessments beginning in the 2014-15 school year: multiple-choice, matching, fill-in tables, drag and drop, graphing, short text, long essay. Each field test will include a performance task. Each eligible grade level within a school will be assigned to field-test either ELA or mathematics.

Computer Adaptive Test

The field test will give students an experience similar to that of the operational test in that each student will take a performance task component and a component designed to test new items for the adaptive test. During the field test, students will encounter the same mix of content, item types, and cognitive complexity that will be present on the 2015 operational test.

Test results and measurements

A field test is not designed to be a valid and reliable measure of student achievement; rather, it is designed to help the test developers evaluate whether the tests, individual items, and the technology platform work as intended before the first operational administration. As a result, neither a state nor its districts are required to report field-test results—either individual student results to parents and teachers or on State or local ESEA report cards. In addition, **AB 484** specifically prohibits the production of individual student scores from the field test

unless they are determined to be valid and reliable.

Montgomery, John

Subject: FW: governor signs AB 484 - testing

From: CONAPP [mailto:CONAPP@cde.ca.gov]
Sent: Wednesday, October 02, 2013 11:55 AM
To: consolidated-application@mlist.cde.ca.gov
Subject: CDE News Release from Tom Torlakson, SSPI



CALIFORNIA DEPARTMENT OF EDUCATION
NEWS RELEASE

TOM TORLAKSON
State Superintendent
of Public Instruction

REL#13-99
FOR IMMEDIATE RELEASE
October 2, 2013

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State Schools Chief Tom Torlakson Applauds Testing Overhaul
Outdated assessments set aside to measure readiness for college and careers

SACRAMENTO—State Superintendent of Public Instruction Tom Torlakson congratulated Governor Jerry Brown and the State Legislature for their work to sweep away outdated tests in favor of modern, computer-based assessments that will measure student readiness for the challenges of college and the workplace.

“Faced with the choice of preparing California’s children for the future or continuing to cling to outdated policies of the past, our state’s leaders worked together and made the right choice for our students,” Torlakson said. “These new assessments represent a challenge for our education system—but a lifetime of opportunity for students. As a teacher, I’m thrilled to see our state and our schools once again leading the way.”

Torlakson hailed the Governor’s signing today of Assembly Bill 484, the State Superintendent’s sponsored legislation to remake the state’s student assessment system to reflect the Common Core State Standards (CCSS).

The legislation, authored by Assemblywoman Susan A. Bonilla (D-Concord), was based on Torlakson’s recommendations for modernizing the student testing system, which were published in a comprehensive report issued in January.

The new law suspends most Standardized Testing and Reporting (STAR) assessments for the current school year, allowing school districts to prepare for and transition to the new California

Measurement of Academic Performance and Progress assessments, which are slated for administration statewide in the 2014-15 school year.

The new assessments will be computer-based, allowing for a much broader range of test questions than the multiple-choice exams given under STAR. As a result, the new assessments are expected to emphasize critical thinking, reasoning, and problem-solving, modeling the kind of teaching and learning needed to prepare all students for the demands of college and the modern workplace.

Part of the assessment system, developed by the Smarter Balanced Assessment Consortium (Smarter), also will be computer adaptive, so that a student's prior responses affect the difficulty of subsequent questions, allowing a far more precise measurement of student skills and knowledge than the former tests.

For the current school year, AB 484 requires districts to administer field tests of the Smarter Balanced assessments—with half of the students taking math and the other half taking English-language arts. Field tests serve as “tests of the tests” allowing experts to discern the accuracy and reliability of individual test questions before finalizing the assessments for full-scale use. As such, no field test scores will be produced or reported during the field test year.

California is one of 45 states, the District of Columbia, and three territories that formally have adopted the CCSS for mathematics and English–language arts. The proposed revisions to align the state's assessment system with the new standards adopted by the State Board of Education in 2010 mark a key milestone in implementing the CCSS.

California serves as a governing state in Smarter, a multistate–led group that has been working collaboratively to develop a student assessment system aligned with the CCSS.

The Smarter Balanced assessments were designed to meet federal- and state-level accountability requirements and provide teachers and parents with timely and accurate information to measure student performance and progress.

“I've said from the beginning, California needs tests that measure how ready our students are for the challenges of a changing world,” Torlakson said. “Today, we have taken a huge step in that direction by creating an assessment system focused on improving teaching and learning and by sending a clear signal about our commitment to this urgent work.”

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The California Department of Education (CDE) is a state agency led by State Superintendent of Public Instruction Tom Torlakson. For more information, please visit <http://www.cde.ca.gov> or by mobile device at <http://m.cde.ca.gov/>. You may also follow Superintendent Torlakson on Twitter at <https://twitter.com/cadepted> and Facebook at <http://www.facebook.com/CAEducation>.