

COMMON CORE STATE STANDARDS

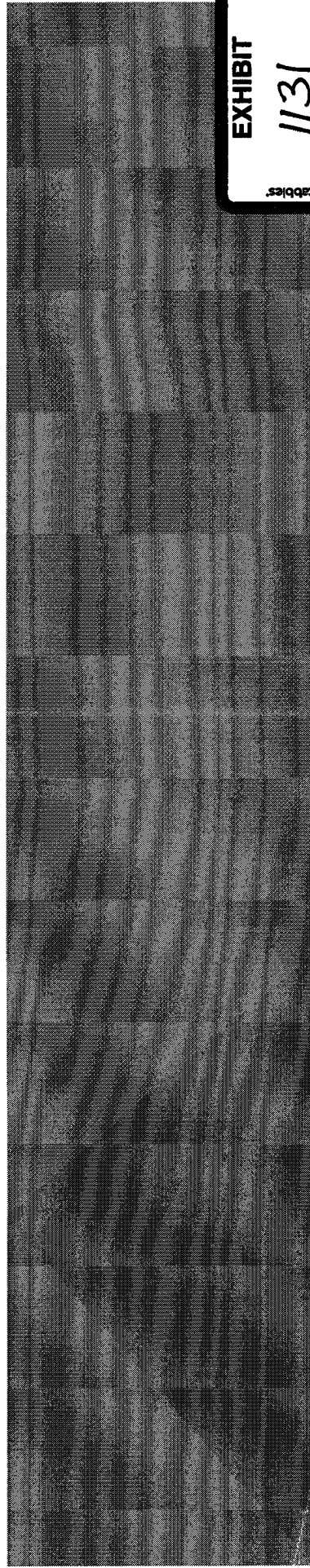
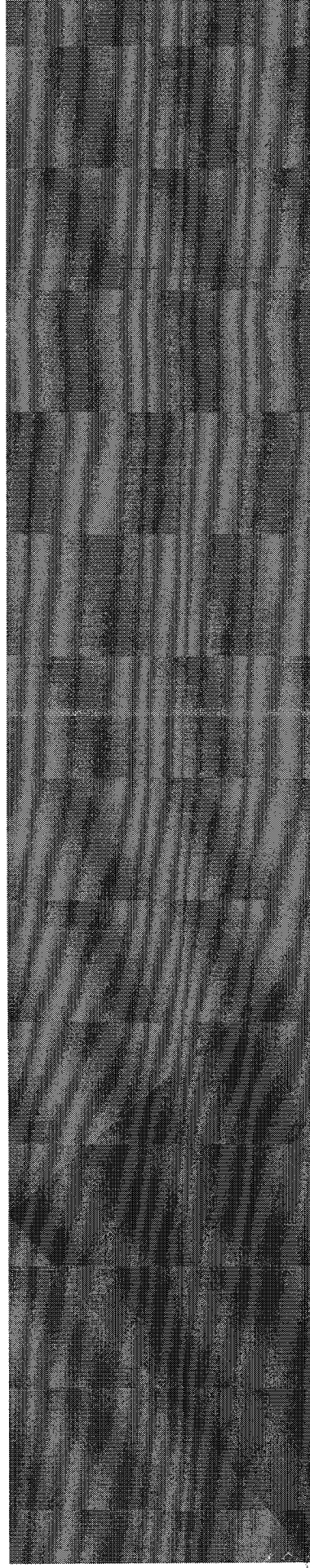


EXHIBIT
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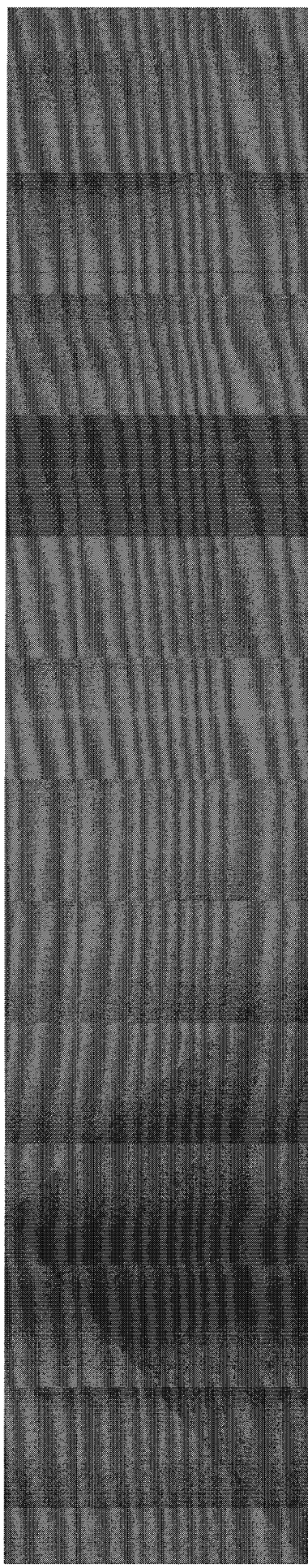
FEWER, CLEARER, HIGHER

The aim of creating fewer standards that increase rigor and raise the bar of academic achievement while articulating those standards in clearer language is advantageous to students, parents, and educators alike.



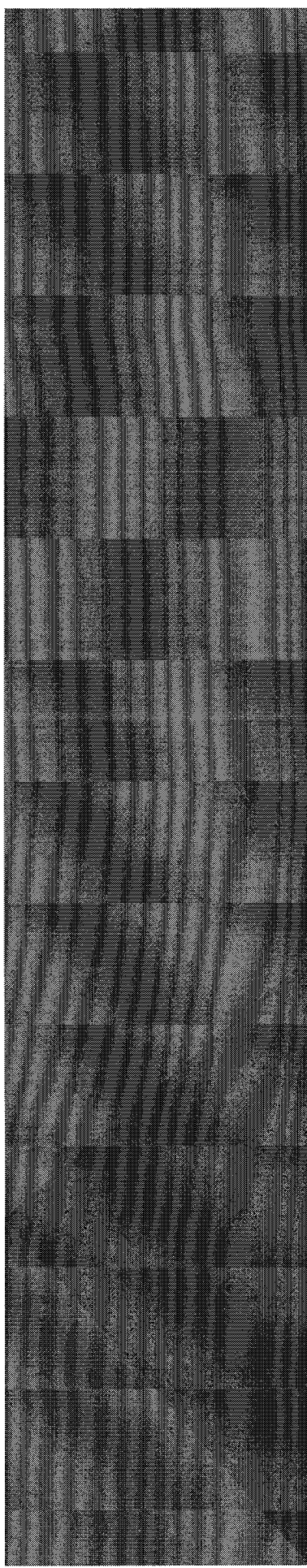
CLOSING THE ACHIEVEMENT GAP BETWEEN HIGH SCHOOL AND POST-SECONDARY LEARNING

With K-12 standards aligned to college- and career-readiness standards, greater numbers of students will be better prepared for the necessary post-secondary steps to reach their chosen career aspirations.



FEWER OBSTACLES FOR STUDENT MOBILITY

With common core standards, students who move among districts or even among states will see much more comparable curriculum from one classroom to the next. With a focus on the same standards at each grade level, student skills and learning will be more likely to maintain their trajectories without facing as many obstacles.

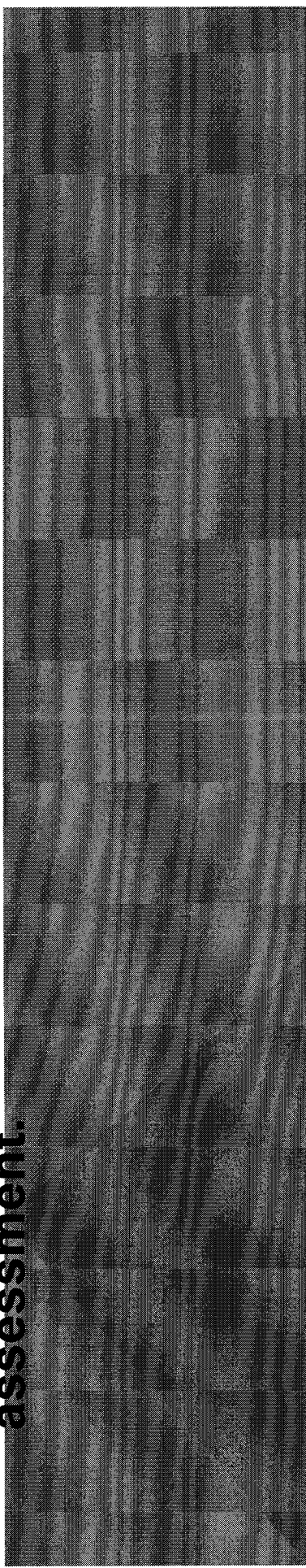


ECONOMIES OF SCALE / OPPORTUNITIES FOR CROSS-STATE COLLABORATION

With common core standards and assessments in place, there are potential savings that may be realized.

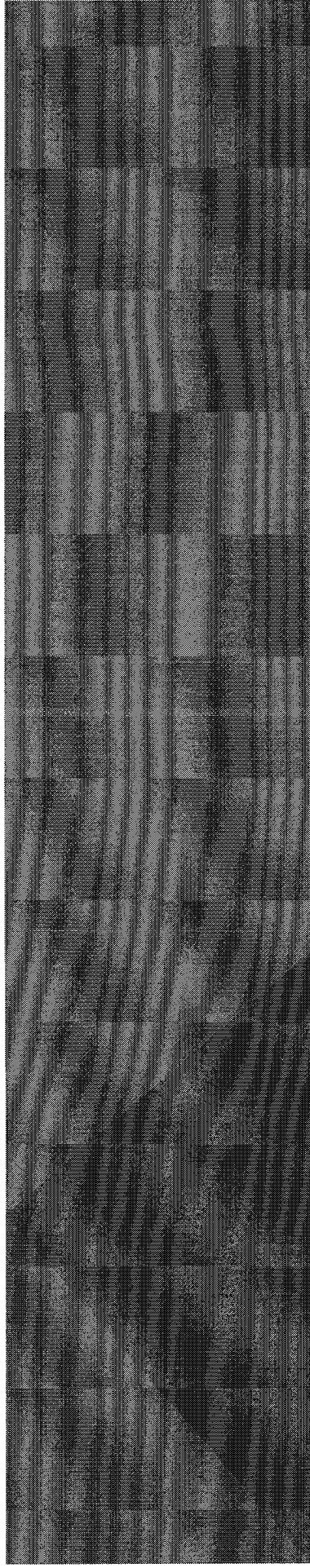
States may be able to collaborate around the ideas of providing professional learning and promoting promising practices.

Because of this shift, Kansas can devote more resources to focusing on instruction and not so much on the work demanded by development of a state assessment.



AN INTEGRATED APPROACH TO LITERACY WITH SHARED RESPONSIBILITY FOR ALL EDUCATORS

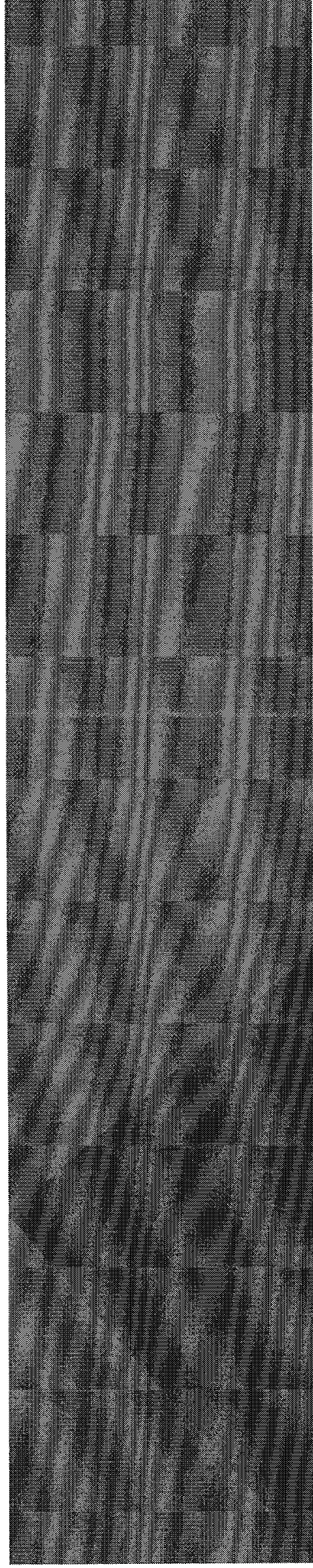
In grades 6 through high school, the ELA and Literacy Standards include specific skills for reading, writing, and research in both history/social studies and science. The purpose here is to show that all educators, regardless of content, are responsible for their students' literacy learning.



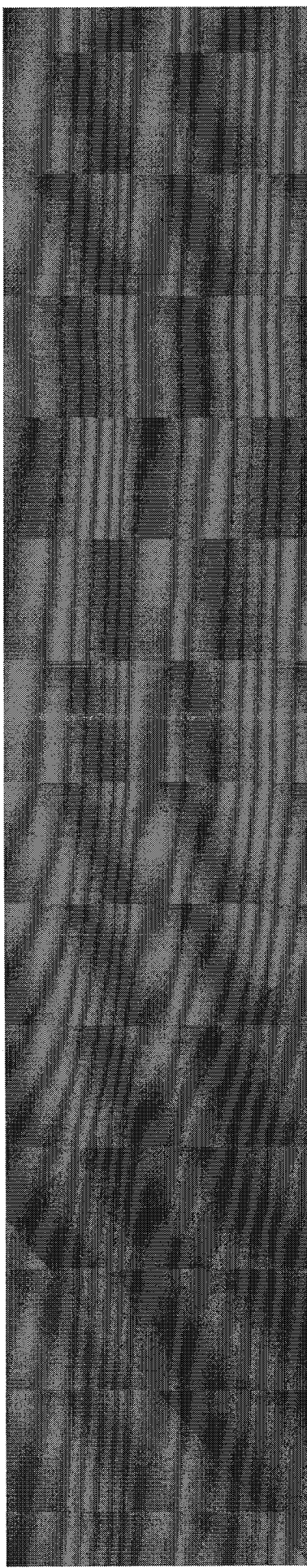
MATHEMATICAL PRACTICES

The Mathematical Practices section of the Kansas Common Core Standards for Mathematics provides a clear vision of how students should approach and learn mathematics.

Combined with the focus provided in the Critical Areas in grades K-8, these Mathematical Practices give teachers a clear approach to providing an alternative to “mile wide and inch deep” practices.



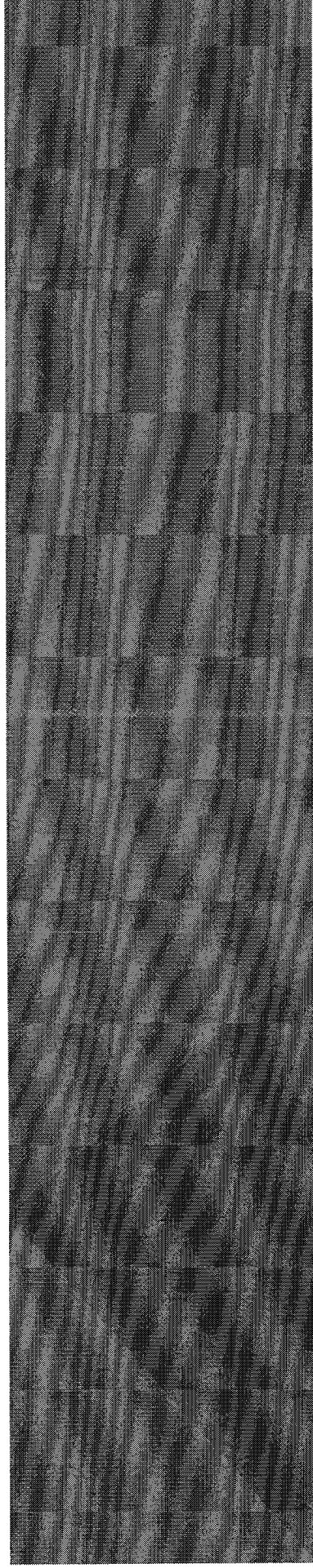
**What has Kansas done to help
districts, schools, and teachers be
ready for the CCSS?**



SPECIAL EDUCATION

What does this mean for teachers who teach students with disabilities?

What does this mean for students with disabilities

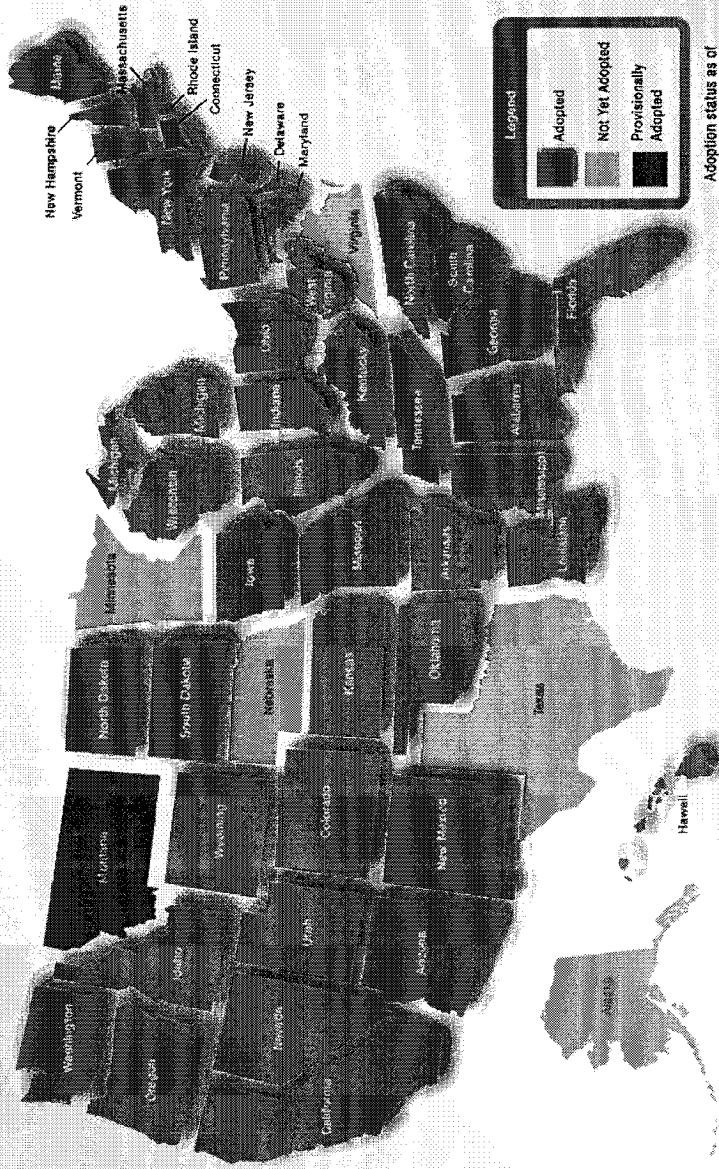


SMARTER

Balanced Assessment Consortium

Common Core State Standards

- Define the knowledge and skills students need for college and career
- Developed voluntarily and cooperatively by states; more than **40 states have adopted**
- Provide clear, consistent standards in English language arts/Literacy and mathematics

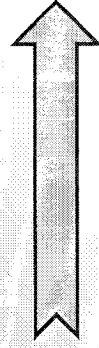


Source: www.corestandards.org

The Assessment Challenge

How do we get from here...

Common Core
State Standards
specify K-12
expectations for
college and
career readiness



...to here?

All students
leave high school
college and
career ready

...and what can an
assessment system
do to help?

Next Generation Assessments

- More rigorous tests measuring student progress toward “college and career readiness”
- Have common, comparable scores across member states, and across consortia
- Provide **achievement and growth information** to help make better educational decisions and professional development opportunities
- **Assess all students**, except those with “significant cognitive disabilities”
- Administer **online**, with timely results
- Use **multiple** measures

Source: Federal Register / Vol. 75, No. 68 / Friday, April 9, 2010 pp. 18171-85

SMARTER

Balanced Assessment Consortium

Background

The Purpose of the Consortium

To develop a **comprehensive and innovative** assessment system for grades 3-8 and high school in English language arts and mathematics aligned to the Common Core State Standards, so that...

...students leave high school **prepared for postsecondary success** in college or a career through increased student learning and improved teaching

[The assessments shall be **operational** across Consortium states in the 2014-15 school year]

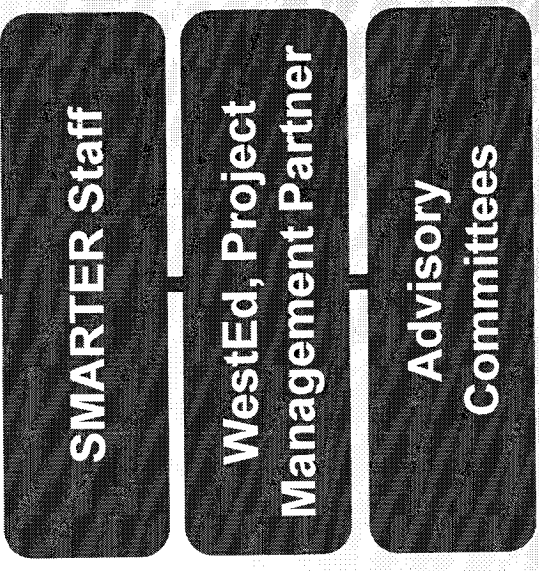
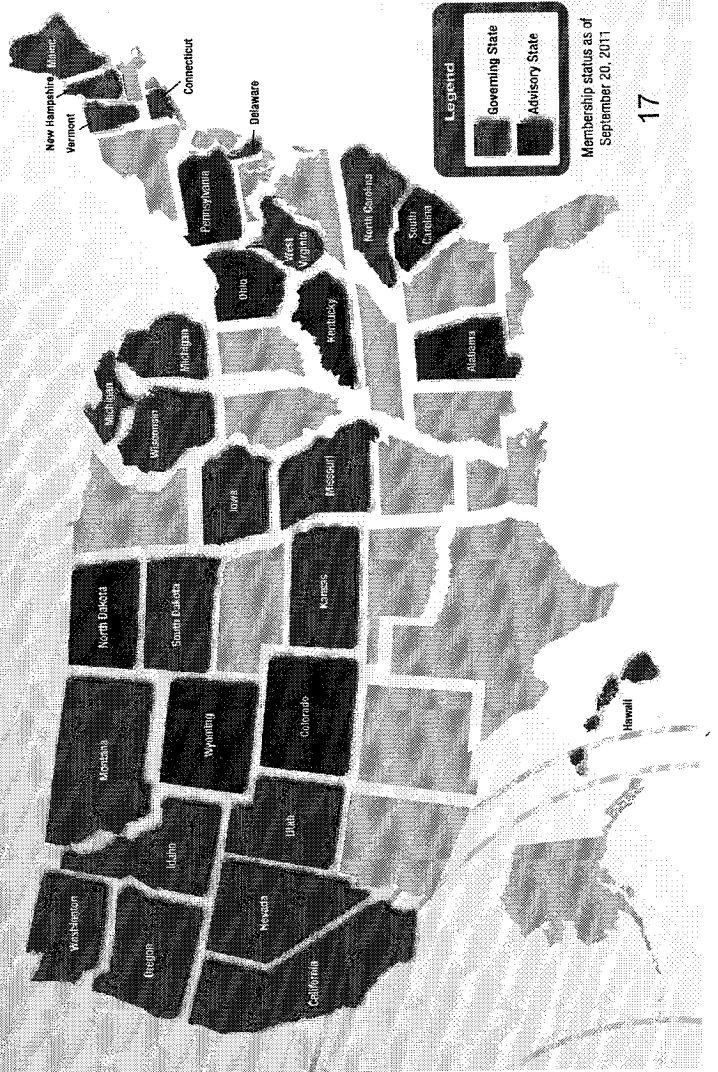
State-Led Governance

States Join Consortium as Governing or Advisory State

- Governors
- Education Chiefs
- State Legislatures
- State Boards of Education

State Representatives Serve on Executive Committee

- 2 elected co-chairs
- 4 representatives elected by governing states
- Lead procurement state (WA)
- Higher education representative



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Balanced Assessment Consortium

State Involvement in Getting the Work Done: Consortium Work Groups

Work group engagement of 90
state-level staff.

Each work group:

- Led by co-chairs from governing states
- 6 or more members from advisory or governing states
- 1 liaison from the Executive Committee
- 1 WestEd partner

Work group responsibilities:

- Define scope and time line for work in its area
- Develop a work plan and resource requirements
- Determine and monitor the allocated budget
- Oversee Consortium work in its area, including identification and direction of vendors

- 1 Accessibility and Accommodations
- 2 Formative Assessment Practices and Professional Learning
- 3 Item Development
- 4 Performance Tasks
- 5 Reporting
- 6 Technology Approach
- 7 Test Administration
- 8 Test Design
- 9 Transition to Common Core State Standards
- 10 Validation and Psychometrics

A Balanced Assessment System

Common Core State Standards specify K-12 expectations for college and career readiness

Summative assessments
Benchmarked to college and career readiness

Teachers and schools have information and tools they need to improve teaching and learning

Teacher resources for formative assessment practices to improve instruction

Interim assessments
Flexible, open, used for actionable feedback

All students leave high school college and career ready

Special Education

- What does this mean for teachers who teach students with disabilities?
- What does this mean for students with disabilities

To find out more...

...the **SMARTER Balanced Assessment Consortium** can
be found online at

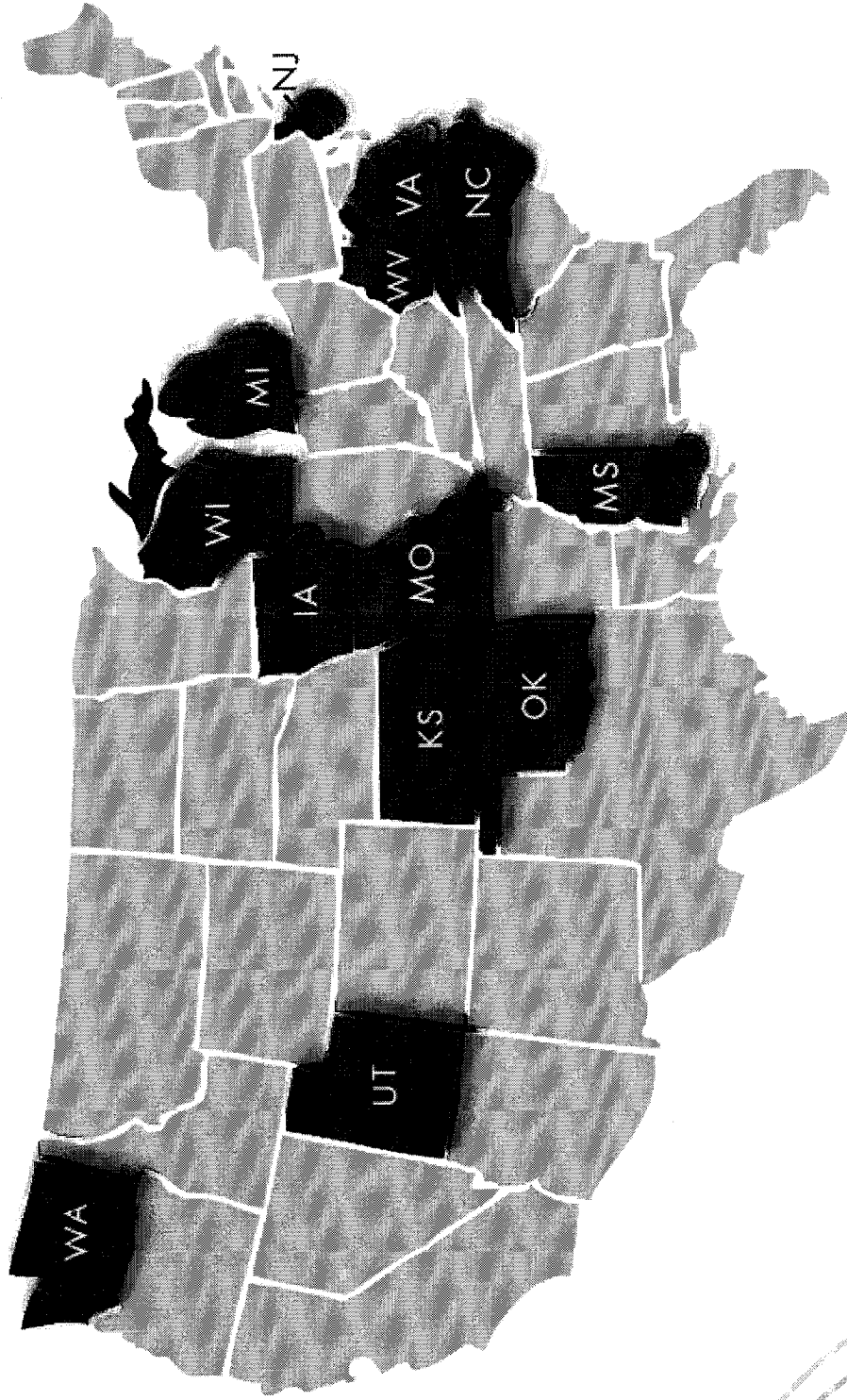
www.smarterbalanced.org

Dynamic Learning Maps Alternate Assessment Consortium

Center for Educational Testing and Evaluation
University of Kansas

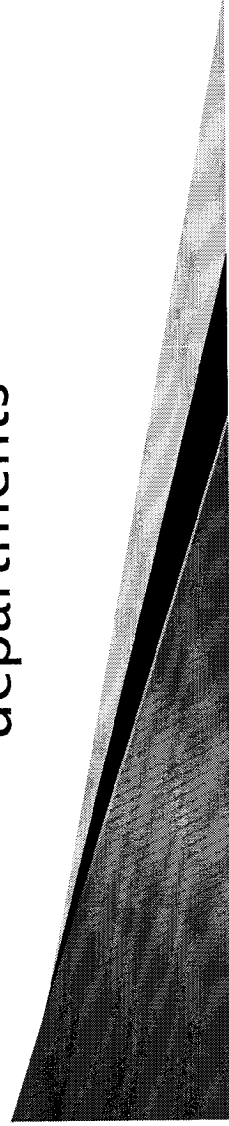
The present publication was developed under grant 84-373X100001 from the U.S. Department of Education, Office of Special Education Programs. The views expressed herein are solely those of the author(s), and no official endorsement by the U.S. Department should be inferred.

State Participants



Delivery Team

- University of Kansas
 - Center for Educational Testing and Evaluation
 - Beach Center on Disability
 - Center for Research Methods and Data Analysis
 - Center for Research on Learning
 - Faculty in several departments
- The ARC
- The Center for Literacy and Disability Studies at the University of North Carolina at Chapel Hill
- Edvantia



Key Features

- Common Core Essential Elements (CCEE) and achievement level descriptors (ALD)
- Learning maps
- Dynamic assessment
- Inclusion of instructionally-relevant tasks
- Advanced feedback and reporting systems (including growth modeling)

Key Features

- Technology platform
- Universal design
- Evidence-centered design including cognitive labs
- Structured scaffolding
- Development of over 11,900 tasks/items
- Professional development

Common Core Essential Elements

Definition:

The Common Core Essential Elements (CCEE) are specific statements of the content and skills that are linked to the Common Core State Standards (CCSS) grade level specific expectations for students with significant cognitive disabilities.

Common Core Essential Elements

Are

- Links to grade level Common Core State Standards (CCSS)
- Statements of content and skills that provide a bridge for students with SSCD to achieve grade differentiated expectations
- Provide challenge and rigor appropriate for students with SSCD in consideration of the significance of their disabilities

Are Not

- Downward extension to pre-K
- General essence statements
- Statements of functional skills

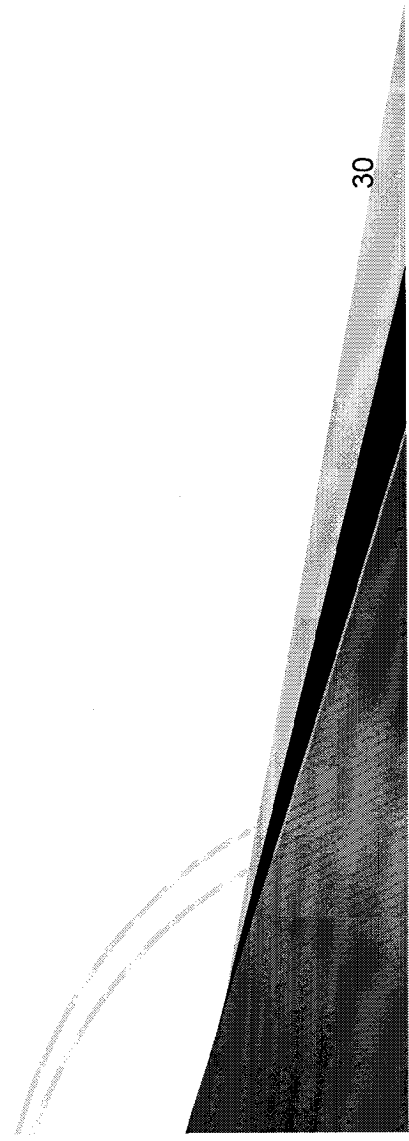
Next Generation Assessment System

Assessment Delivery Features

- ▶ Enhanced accommodation/universal design capabilities including (but not limited to)
 - Audio via sound files
 - American Sign Language video
 - Pop-up context-dependent dictionaries/glossaries
 - Text and image magnification
 - On-screen note taking
 - Color overlays
 - IntelliKeys™ keyboard accessibility
 - Masking

Special Education

- What does this mean for teachers who teach students with disabilities?
- What does this mean for students with disabilities



Dynamic Learning Maps

► Contact –

<http://dynamiclearningmaps.org>

