

Parent Information Night

*Standards Based Instruction
and Assessment*



What's new in Oregon education?

- ❑ How are we improving education in Oregon?
- ❑ What do assessments have to do with standards?
- ❑ Why are we changing our tests in **English & Math**?
- ❑ How are these new tests **different** from our old tests?
- ❑ What do these new tests mean for **my child**?
- ❑ How can I **help my child** through this transition?
- ❑ Where can I go to learn more?



Where we are now:

► Our K-12 education system needs to better prepare our students for success after high school:

COLLEGE

Anywhere from **28% to 40%** of college freshmen are not ready for college level work and have to take extra classes just to catch up to their peers.

“Catch-up” courses cost states and students around **\$2.3 billion each year** in school and lost earnings.

21ST CENTURY WORKPLACE

7 of every 10 new jobs created in Oregon between 2008 and 2018 will require some type of formal education beyond high school.

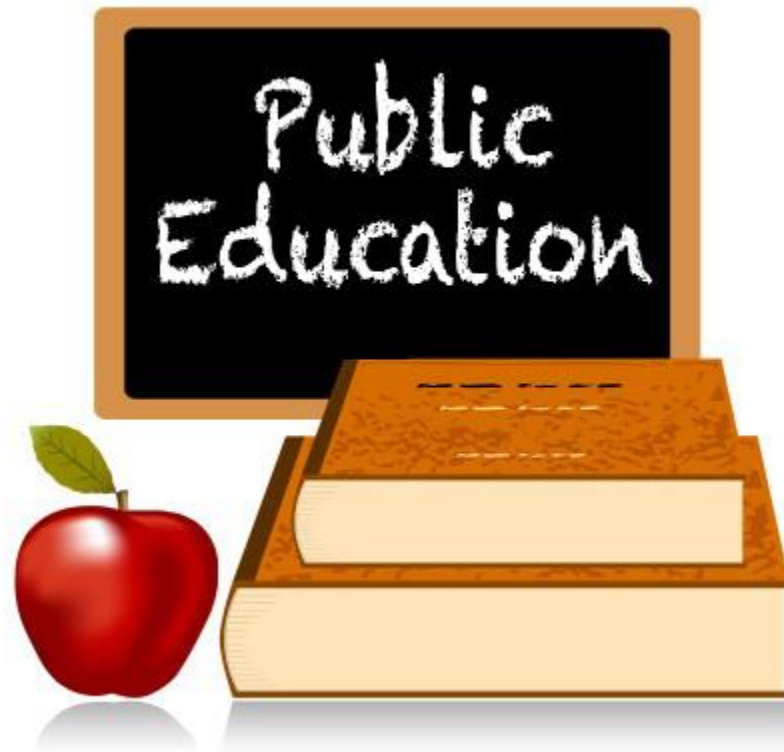
Just **57%** of students who enter public colleges in Oregon earn their degrees.

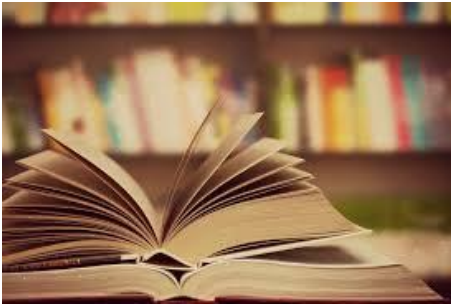
Only **39%** of Oregon adults have a postsecondary degree (associate’s or higher).

Local companies **have to import qualified workers** due to a shortage of skilled Oregon workers in areas like technology and science.

HOW ARE WE IMPROVING EDUCATION IN OUR STATE?

The story begins with standards





- Read and understand more challenging texts
- Learn how to better comprehend and engage with informational texts
- Develop literacy across school subjects

Common Core State Standards promote 21st Century skills and were developed toward the goal of preparing all students across the nation for college and career in **literacy** and **math**

MATH

- Use and understand whole numbers, fractions, and decimals over the course of K-5
 - Prepare for geometry, algebra, and probability/statistics during grades 6-8
 - Apply math to solve problems arising in every day life, society, and the workplace



LITERACY

Key shifts of new standards

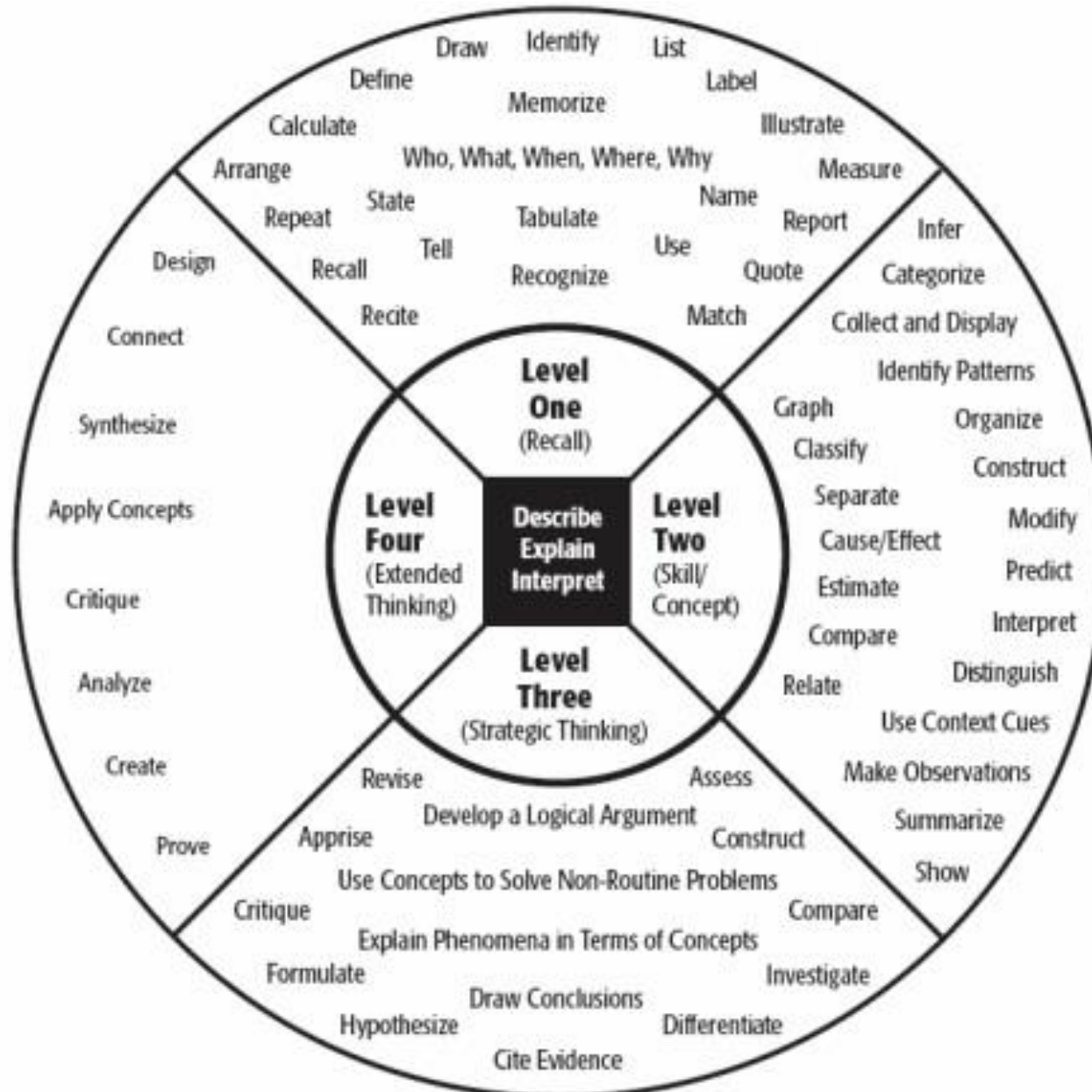
ENGLISH

- A. Regular practice with complex texts and academic language
 - ❖ Students grow their vocabularies through conversation, instruction, and reading.
- B. Reading, writing, and speaking using evidence
 - ❖ Students carefully read texts and use evidence from multiple sources to build their ideas and arguments.
- C. Building knowledge by reading more nonfiction
 - ❖ Students develop knowledge about the world and build literacy in all subject areas.

MATH

1. Greater focus on fewer topics
 - Math teachers now focus more deeply on a few key areas of math per grade.
2. Linking topics across grades (“coherence”)
 - Students build on their skills and knowledge so that each standard extends previous learning.
3. Develop understanding of concepts, procedures, and application (“numerical literacy”)
 - Students go beyond simple memorization to become “fluent” in math concepts and procedures.

Depth of knowledge



Grade Level Math Standards

▶ SECOND GRADE

CCSS.Math.Content.2.NBT.A.1

Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

▶ SIXTH GRADE

CCSS.Math.Content.6.NS.A.1

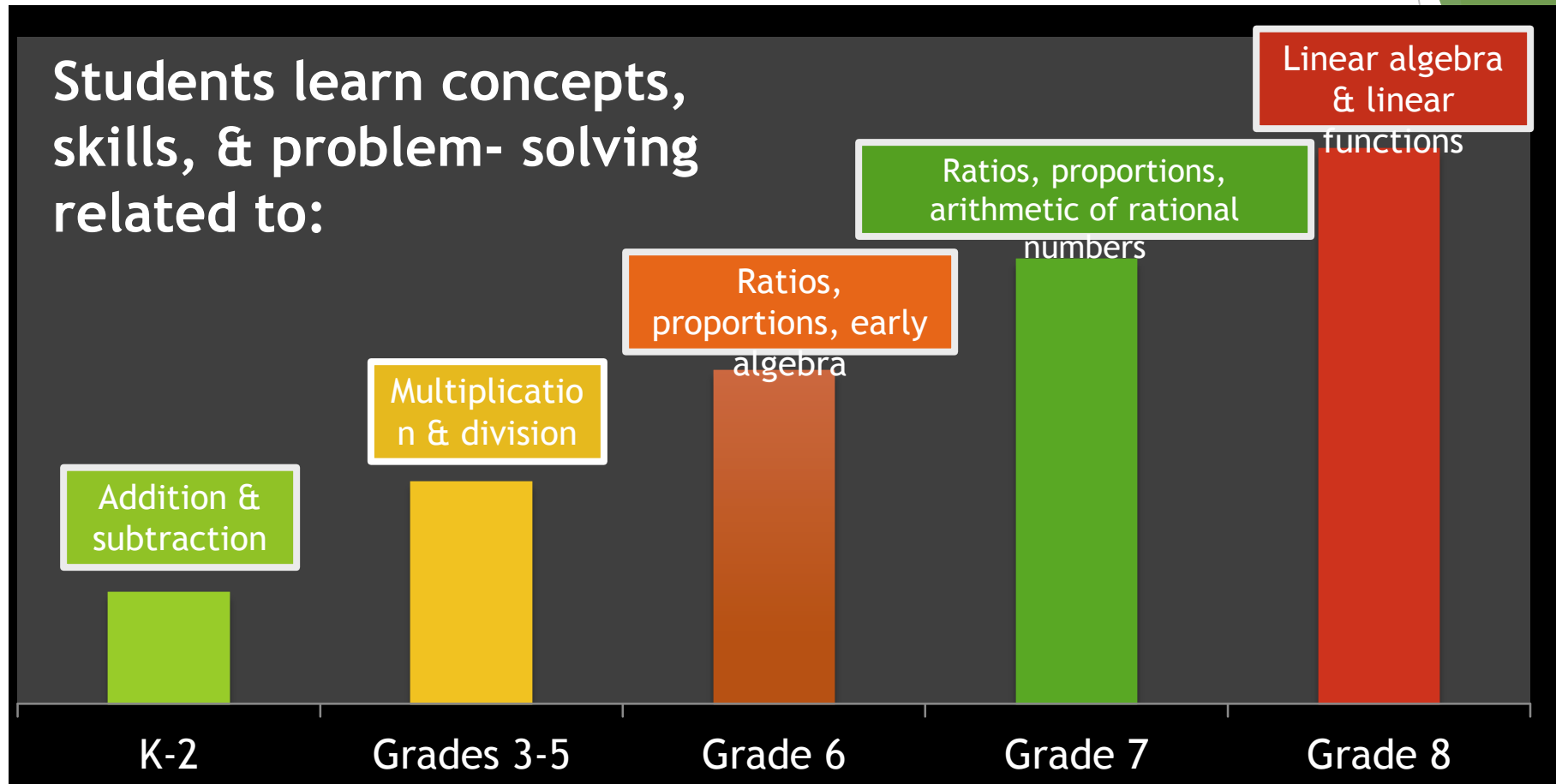
Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.

▶ HIGH SCHOOL ALGEBRA

CCSS.Math.Content.HSA.CED.A.2

Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales

Common core math Standards by grade



Common Core State Standards connect learning across grades.

State Standards in other content areas

▶ Arts

- ▶ AR.05.CP.01 Use experiences, imagination, observations, essential elements and organizational principles to achieve a desired effect when creating, presenting and/or performing works of art.

▶ Career Related Learning

▶ Health Education

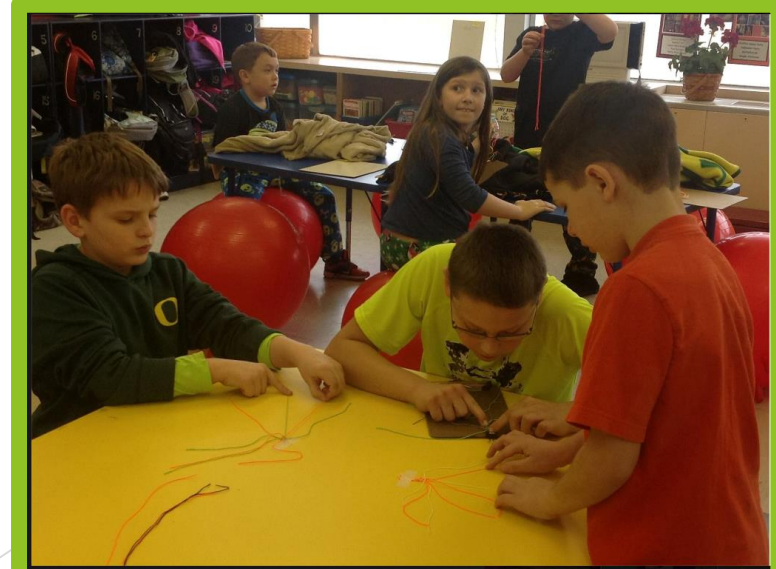
- ▶ HE.08.PH03.INF Differentiate between eating habits that are health promoting and eating habits linked to disease.

▶ Physical Education

▶ Science

- ▶ 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

▶ Social Sciences



Integrated Instruction

► English Language Arts

► Math

► Art

► Science

The diagram below shows how animal-related topics in the Life Science domain are developed and reviewed across *Journeys*.

Kindergarten

Lesson 6: Using Our Senses
Lesson 8: Ways to Move
Lesson 13: Animal Bodies
Lesson 14: Animal Homes
Lesson 22: Growing Up
Lesson 24: Animal Colors

Grade 4

Lesson 13: Interdependence
Lesson 14: Insects
Lesson 23: Life Cycles
Lesson 24: Animal Behavior
Lesson 26: Spiders
Lesson 27: Amphibians

Grade 1

Lesson 7: Animal Communication
Lesson 11: Marine Habitats
Lesson 12: Jungle Animals
Lesson 15: Animals
Lesson 22: Animals
Lesson 24: Life Cycles
Lesson 29: Insects

Grade 5

Lesson 6: Wild Animals
Lesson 10: Animal Behavior
Lesson 20: Human-Animal Interaction
Lesson 26: Adaptations and Instincts

Grade 2

Lesson 1: Animal Traits
Lesson 3: Animal Traits
Lesson 6: Animal Homes
Lesson 10: Ocean Life
Lesson 21: Animal Development
Lesson 26: Life Cycles

Grade 6

Lesson 9: Island Ecosystems

Grade 3

Lesson 6: Mammals
Lesson 18: Life Cycles
Lesson 22: Animal Migration

► Additional Domains Explored in *Journeys*

American History

The Arts

Civics

Communication

Community

Cultures

Earth Science

General Science

Health and Safety

Math

Media

Physical Science

Recreation and Travel

Social Relationships

Technology and Innovation



Values

Elementary Instructional Guidelines

- ▶ Collaborative Work with Teacher Leader Team and PLCs beginning two years ago (2012-2013)
- ▶ Purpose was to increase the number of students meeting grade level expectations
- ▶ Defines Evidence Based Instructional Practices
- ▶ Working Document



We adopted new standards in English Language Arts and math



COMMON CORE STANDARDS	
DO: 	DON'T: 
<ul style="list-style-type: none">○ Inform meaningful classroom instruction	<ul style="list-style-type: none">○ Tell teachers what to teach
<ul style="list-style-type: none">○ Help teachers tailor instruction to meet the needs of their students	<ul style="list-style-type: none">○ Require teachers to “dumb down” instruction
<ul style="list-style-type: none">○ Guide responsible use of assessments	<ul style="list-style-type: none">○ Force teachers to use select materials or tests

Now we need new tests to measure student learning of our standards.

WHAT DO ASSESSMENTS HAVE TO DO WITH STANDARDS?

A lot, actually

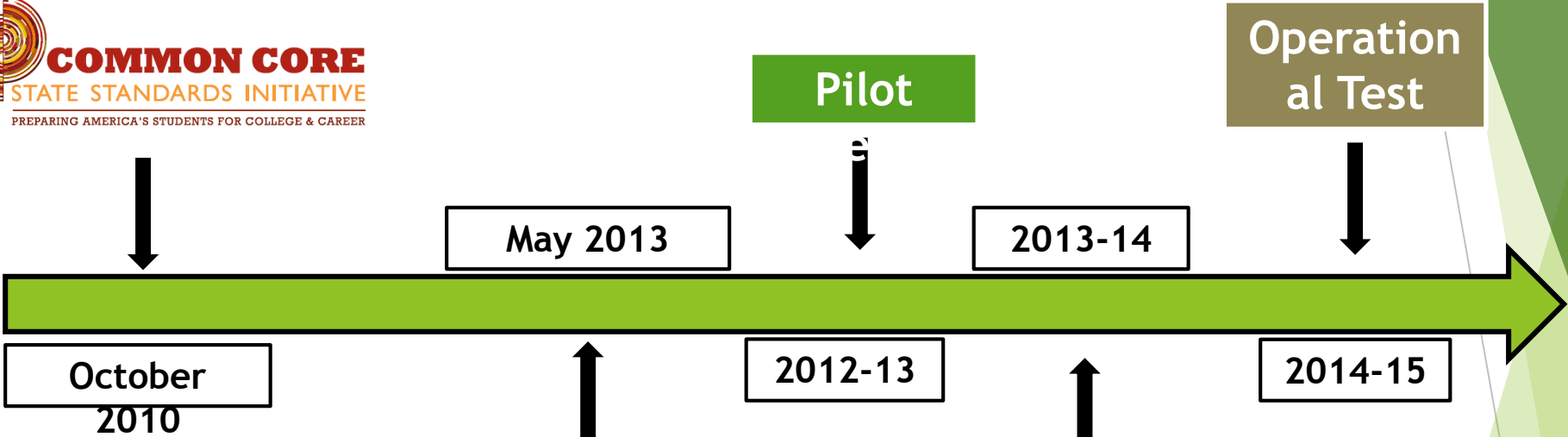
Assessments measure how well students are learning content within the standards

ASSESSMENTS	
DO 	DON'T: 
<ul style="list-style-type: none">○ Include various tools that teachers use to measure student learning	<ul style="list-style-type: none">○ Include only traditional tests
<ul style="list-style-type: none">○ Help teachers pinpoint areas of improvement for students	<ul style="list-style-type: none">○ Require teachers to teach to the test
<ul style="list-style-type: none">○ Improve the quality of instruction students receive in schools	<ul style="list-style-type: none">○ Require teachers to teach the same way to all students

WHY ARE WE CHANGING OUR TESTS IN English & MATH?

We have new
standards,
now we need new
tests.

OUR TIMELINE OF IMPLEMENTING SMARTER TESTS



Field

OREGON'S STATEWIDE ASSESSMENT SYSTEM

2013-14	2014-15
OAKS Reading and Writing	Smarter Balanced ELA
OAKS Math	Smarter Balanced Math
OAKS Science and Social Science	OAKS Science and Social Science
Extended Assessment	Extended Assessment
English Language Proficiency Assessment	ELPA → ELPA21
Kindergarten Assessment	Kindergarten Assessment

New Tests (points to Smarter Balanced ELA and Math)

Aligned to Common Core (points to Smarter Balanced ELA and Math)

Field Test (points to ELPA21)

Our statewide assessment system is known as the Oregon Assessment of Knowledge and Skills, or OAKS.

How are smarter balanced tests different from our previous state tests?

❑ Format

- ▶ Test questions go beyond multiple choice

❑ Grading

- ▶ Portions of the test will be hand-scored

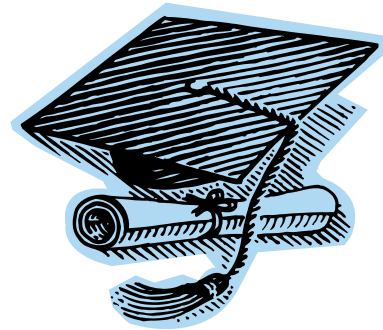
❑ Difficulty

- ▶ Tests are aligned to Common Core
- ▶ Measure higher-level thinking and skills
- ▶ Student test scores will look different but will provide a more realistic picture of student achievement in Oregon



What do these new tests mean for my child?

- Teacher and school preparation
- Student test scores
- Roadmap to graduation
- Oregon Education



How can I help my child
through this transition?

And where can I go
to learn more?

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 do

✓ GET INVOLVED

- Talk to your child's principal about your school's plan for implementing the new tests
- Talk to your child's teacher about what your child is learning in school that involves critical thinking and problem-solving and how you can get involved at home

How can I help my child through this transition?

✓ GET READY

- Regularly check in with your child about how school is going and how you can be more involved
- Encourage your child to read a variety of books, including both fiction and non-fiction
- Practice typing and writing at home
- Take the training and practice tests with your child at:

<http://oaksportal.org/>

Where can I go to learn more?

- ❖ www.pendleton.k12.or.us
- ❖ www.corestandards.org
- ❖ www.smarterbalanced.org
- ❖ ODE's Website



WHAT DO SMARTER QUESTIONS LOOK LIKE?

Computer Adaptive Test:
English

GRADE 3 Smarter Balanced English

Read the passage. Then answer the questions.

A Few New Neighbors

by Kerry McGee

One afternoon, Jessie spotted a tiny bird fluttering around Mrs. Baxter's front door. Mrs. Baxter had just moved into an apartment.

It's probably looking for somebody to fill the bird feeders, Jessie thought.

The bird perched on the edge of the wreath. Then it disappeared.

Disappeared? Jessie ran over to Mrs. Baxter's door. Where had it gone?

A jumble of sticks and grass stuck out from the middle of the wreath. Suddenly, Jessie understood. A nest! A bird's nest sat right in the middle of Mrs. Baxter's wreath. The bird poked its head out and looked at Jessie. Then it fluttered away.

Jessie crept up to the front door. Tucked inside the nest were four speckled blue eggs.

1

Read the sentence and the directions that follow.

Children and adults can work together.

Click the **two** details that **best** support this conclusion.

One afternoon, Jessie spotted a tiny bird fluttering around Mrs. Baxter's front door. Mrs. Baxter had just moved into an apartment.

...
Jessie and Mrs. Baxter talked about the birds for a while. "They sound like said. "Keep an eye on them for me, will you?"

2

This question has two parts. First, answer part A. Then, answer part B.

Part A

Which sentence **best** describes the lesson of the passage?

- (A) Animals should be protected.
- (B) Birds should only nest in trees.
- (C) Movers should listen to children.
- (D) Children should stay away from birds.

Part B

Which sentence from the passage **best** supports your answer in part A?

- "A bird's nest sat right in the middle of Mrs. Baxter's wreath."

GRADE 3 Smarter Balanced

English

3



Arrange the events from the passage in the order in which they happen. Click on the sentences to drag them into the correct locations.

Mrs. Baxter moved from her house into an apartment.

Jessie saw four speckled blue eggs in the nest.

Jessie calls Mrs. Baxter to tell her about the nest.

The movers arrive to remove Mrs. Baxter's belongings.

Jessie unlocked the side door.

5



What inference can be made about the author's message about animals? Include information from the passage to support your answer.

Read the text. Then answer the questions.

New Homes for Hermit Crabs

by Bart King

Hermit crabs are nature's recyclers. Like many other crabs, the hermit crab eats waste. By living on sea scraps, hermit crabs help keep oceans and shores clean. Some hermit crabs hide in reefs or live in shallow waters, while others scavenge on the floor. There are also hermit crabs that live their lives ashore.

GRADE 5

Smarter Balanced English

11



What conclusion can be drawn about the author's point of view about litter? Support your answer with details from the text.

12



What conclusion can be drawn about the effects people have on hermit crabs? Support your answer with details from the text.

Read the text. Then answer the questions.

Life in the Food Chain

What Do You Have in Common with Corn, Mushrooms, Cows, and Grass?

by Ellen R. Braaf

Like all living things, you need energy. The energy you use to live every day travels from one living thing to another, in a chain that starts with the sun.

The energy in all your food comes from the sun, 93 million miles away. How did the sun's energy end up in the things you eat? You can thank green plants.

They contain chlorophyll, a substance that traps the energy in sunlight. This energy is used to change water from the air into oxygen and their cells. This process

GRADE 7

Smarter Balanced English



1

Select the sentences that support the inference that the area is in danger of losing its moose population.

Select **all** that apply.

A similar boom-and-bust cycle occurs between predator and prey. Ten times the size of a wolf, a moose has long, strong legs and a dangerous kick. So wolves prey mainly on old and weak animals. Good hunting means food for the whole pack. Wolves then raise lots of pups, and their numbers increase. More wolves mean more mouths to feed and more moose get eaten. However, when the moose population decreases, wolves starve.

Read the text. Then answer the questions.

from *Life of Pi*

by Yann Martel

Yann Martel's exciting novel, Life of Pi, recounts the adventures of Piscine Patel (Pi), while he is trapped on a small boat with a tiger after the disastrous wreck of a ship carrying his father's zoo. Pi, the narrator, uses flashbacks to tell the story of his harrowing journey.

I slept in fits that night. Shortly before sunrise I gave up trying to fall asleep again and lifted myself on an elbow. I spied with my little eye a tiger. Richard Parker* was restless. He was moaning and growling and pacing about the lifeboat. It was impressive. I assessed the situation. He couldn't be hungry. Or at least not dangerously hungry. Was he thirsty? His tongue hung from his mouth, t and he was not panting. And h were still wet. But they were n probably wasn't much water le would be thirsty. I looked up a cover had vanished. But for a horizon, the sky was clear. It v rainless day. The sea moved in

12

What do the stories of survival in the last paragraph suggest to the reader about the narrator? Support your answer using details from the text.

GRADE 11

Smarter Balanced English



Grade 4

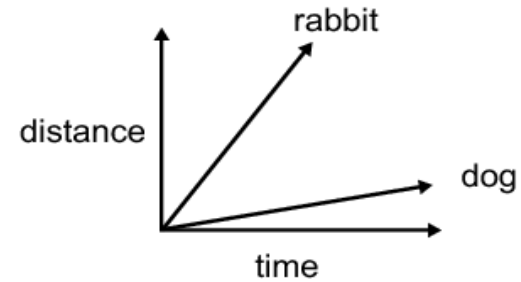
Which is the numeral for seven and five tenths?

- (A) 7.005
- (B) 7.05
- (C) 7.5
- (D) 75

Grade

Fencing is sold for \$1.50 per foot at the garden store. Shawn needs 24 feet of fence for his new puppy's yard. How much will the fence cost?

- (A) \$9.00
- (B) \$22.50
- (C) \$25.50
- (D) \$36.00



Grade 8

Based on the graph, which of the following must be true.

- (A) The rabbit and the dog are running in opposite directions.
- (B) The dog is running faster than the rabbit.
- (C) The rabbit is running faster than the dog.
- (D) At the current rate, the dog will catch the rabbit.

Grade 11

Simplify:

$$-13x + (-7x) + 5x$$

- (A) $-25x$
- (B) $-15x$
- (C) $15x$
- (D) $25x$

Grades 3 & 4 Smarter Balanced Math

9



Christy has \$60 to spend on plants.

She buys a peach tree for \$23 and a plum tree for \$19.

She wants to buy one more plant.

- Drag the numbers to the boxes and the symbols to the circles to create an equation to show how much money Christy has left to spend.
- Select one plant she **could** buy with the money she has left.

+
-
×
÷
18
19
23
37
41
60
102

Delete

$$\boxed{60} - \bigcirc - \boxed{23} - \bigcirc - \boxed{19} = \boxed{18}$$

- Grapevines, \$16
- Apple tree, \$18
- Pear tree, \$20
- Cherry tree, \$22

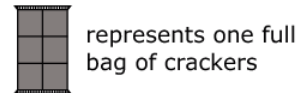
Grade 3

Grade 4

24



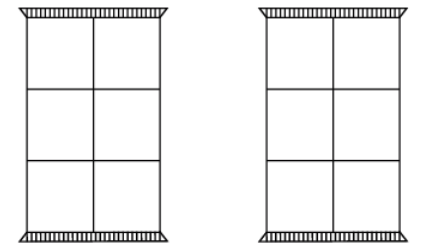
Michael eats $\frac{4}{6}$ of a bag of crackers. Erin eats $\frac{5}{6}$ of a bag of crackers.



Part A: Click the spaces on the model to show how many bags of crackers Michael and Erin eat together.

Part B: Click on the total number of bags of crackers Michael and Erin eat together.

Part A:



Part B:

$\frac{9}{12}$ $1\frac{3}{6}$ $\frac{1}{6}$ $1\frac{3}{12}$

Grade 6 Smarter Balanced Math

4



Carlos needs 1.7 meters of wire for one project and 0.8 meter of wire for another project.

Part A:

Shade the model to represent the total amount of wire Carlos needs. Each full row represents 1.0 meter.

Part B:

Carlos has 2.4 meters of wire. Does Carlos have enough wire?

- If he does, answer how much wire he will have left over.
- If he does **not**, answer how much more he needs.

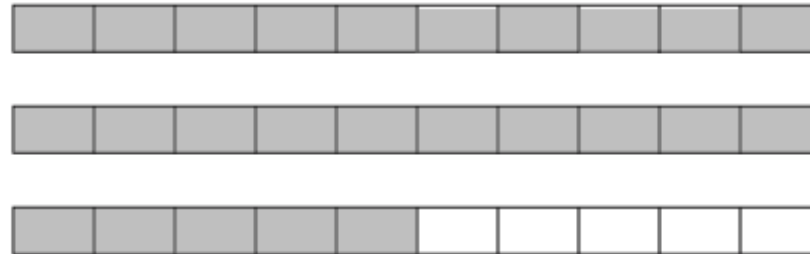
Drag the value into one of the boxes.

0.1
0.2
0.3
0.4
0.5
0.9
1.6
2.5
3.2
4.1

Delete

Part A

Each full row = 1.0 meter



Part B

He will have meters of wire left over.

OR

He needs more meters of wire.

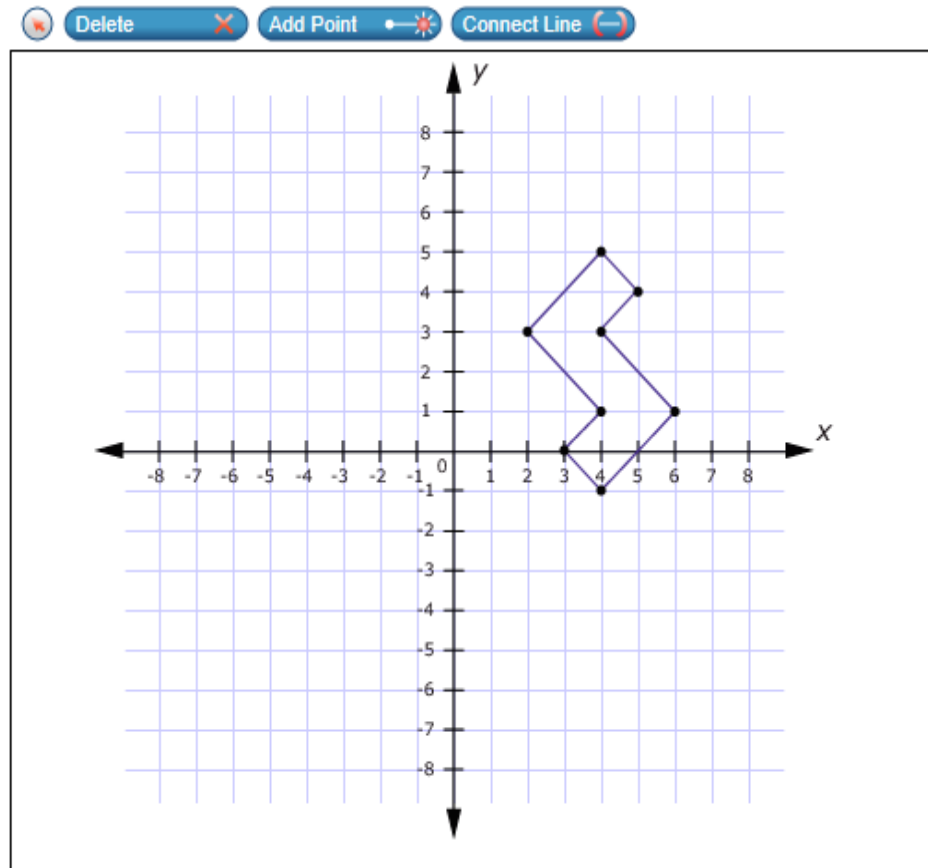
Grade 8 Smarter Balanced Math

6



Use the Connect Line tool to draw the image of the figure after the following transformations:

- a reflection over the x -axis
- a horizontal translation 7 units to the left

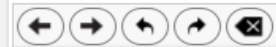


Grade 11 Smarter Balanced Math

20

Jim can paint a house in 12 hours. Alex can paint the same house in 8 hours.

Enter an equation that can be used to find the time in hours, t , it would take Jim and Alex to paint the house together.



1	2	3	t
4	5	6	+ - * ÷
7	8	9	< ≤ = ≥ >
0	.	-	$\frac{\square}{\square}$ \square^\square \square_\square $(\)$ $ $ $\sqrt{\square}$ $\sqrt[\square]{\square}$ π i
sin cos tan arcsin arccos arctan			

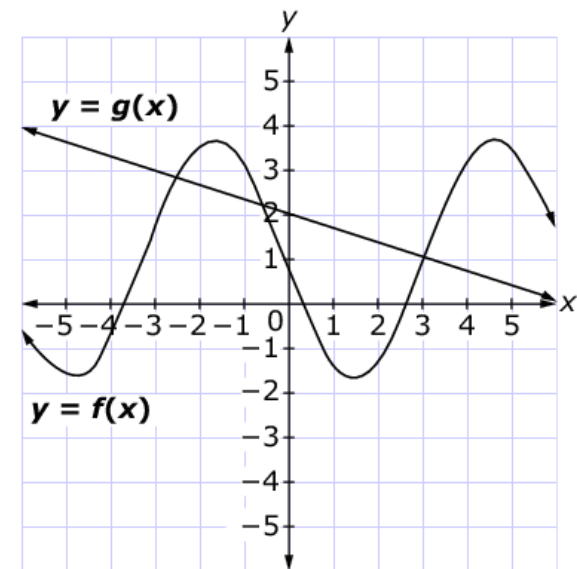
7

The graphs of $y = g(x)$ and $y = f(x)$ are shown.

Use the Add Point tool to add a point that will satisfy each given condition.

- A point on the graph of g where $x = 0$
- A point on the graph of g where $f(x) > g(x)$
- A point on the graph of f where $f(x) = 0$

Delete Add Point



WHAT DO SMARTER QUESTIONS LOOK LIKE?

Performance Tasks:
math and English

Grade 3 SMARTER BALANCED Math Performance Task

4

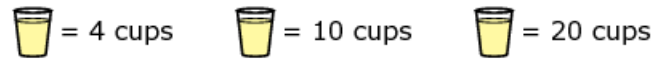
Use the **August Lemonade Sales** from Item 3 to complete this task.

Create a picture graph that shows the number of cups of lemonade Jaleen sold each week in August.

In the graph you may use whole and half pictures for each cup.





- First click on the key to show the scale that you will use for your graph.
- Then click on the cups to create the graph.

A. Select the key you will use.



B. New picture graph

August Lemonade Sales

Week	Lemonade
Week 1	
Week 2	
Week 3	
Week 4	

Grades 3 & 8 SMARTER BALANCED Math Performance Task

Grade 3

Grade 8

2

How many total cups of lemonade did Jaleen sell in July?

← → ↶ ↷ ✕

1	2	3
4	5	6
7	8	9
0		

2

What is the equation of the line you drew in Item 1?

← → ↶ ↷ ✕

1	2	3	x	y					
4	5	6	+	-	×	÷			
7	8	9	<	≤	=	≥	>		
0	.	-	$\frac{\square}{\square}$	\square^\square	()		$\sqrt{\square}$	$\sqrt[n]{\square}$	π

Grade 8 SMARTER BALANCED Math Performance Task

HEARTBEATS

In this task, you will use data to create a model that shows the relationship between animal body weight and pulse rate measures. Then you will examine additional data to evaluate your model.

A study states that the relationship between an animal's pulse rate and body weight is approximately linear. The study data are below.

Table 1. Average Body Weight and Average Pulse Rate of Seven Animals

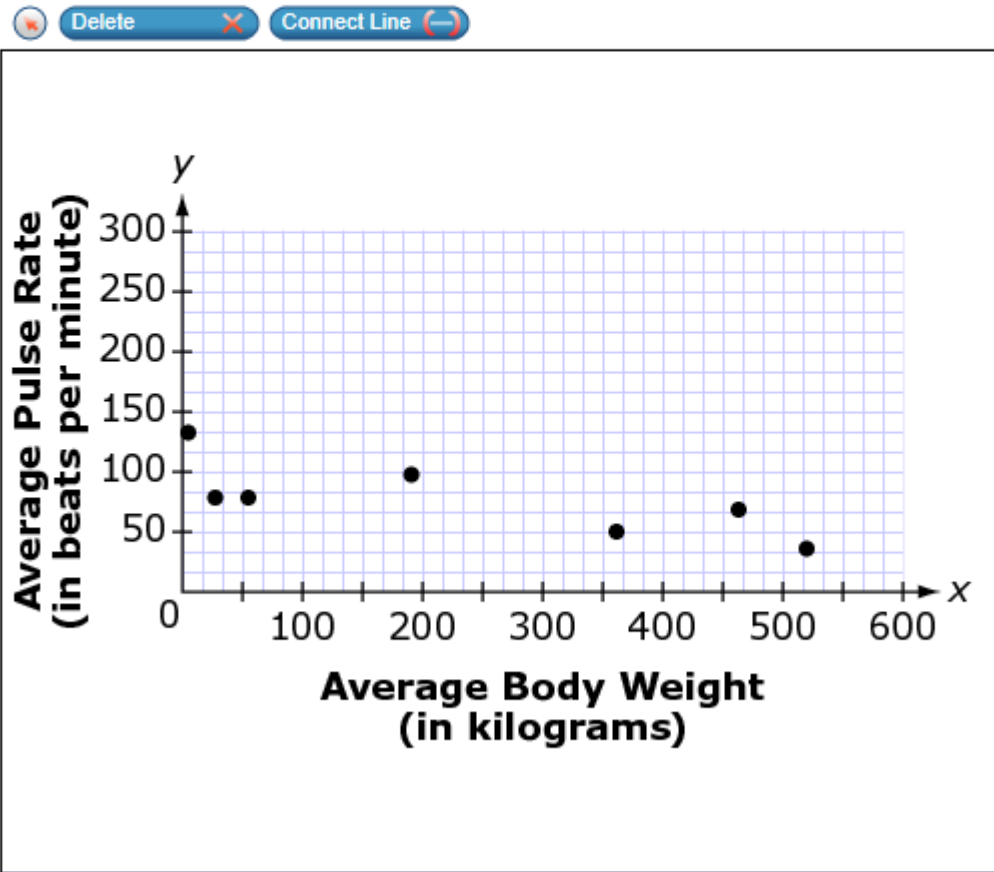
Animal	Average Body Weight (in kilograms)	Average Pulse Rate (in beats per minute)
Cat	3	130
Goat	28	75
Sheep	56	75
Pig	192	95
Ox	362	48
Cow	465	66
Horse	521	34

Grade 8 SMARTER BALANCED Math Performance Task

1



The data from Table 1 are plotted below. Use the Connect Line tool to create a linear model of these data.



Grade 8 SMARTER BALANCED Math Performance Task

6



The body weight and pulse rate of a guinea pig and rabbit are given in the table below.

Animal	Average Body Weight (in kg)	Average Pulse Rate (in beats per minute)
Guinea Pig	1	250
Rabbit	2.5	265

If the study had included these data, would this change the model relating average body weight and average pulse rate? How do you know?

Grade 11 SMARTER BALANCED English

Performance Task

Student Directions

Mandatory Financial Literacy Classes Argumentative Performance Task

Task:

In your economics class, you are discussing the importance of making smart financial decisions. Your teacher tells you that, in some school districts, students are required to take a financial literacy class before graduating. Your school board is hosting a meeting to decide whether to offer such a course for graduation and wants students to contribute their perspectives. As part of your initial research, you have found four sources about financial literacy classes.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and finalize your research. You may click on the Global Notes button to take notes on the information you find in the sources as you read. You may also use scratch paper to take notes.

In Part 2, you will write an argumentative essay on a topic related to the sources.

Directions for Beginning:

You will now examine several sources. You can re-examine any of the sources as often as you like.

Research Questions:

After examining the research sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read and viewed, which should help you write your argumentative essay.

Grade 11 SMARTER BALANCED English Performance Task

1





All of the sources provide information about financial literacy education. Which source would **most likely** be relevant to students researching new approaches to increasing people's financial literacy? Support your response with **two** details from the source. Justify your answer and support it with information from the source.

2



Paraphrase information from Source #1 that refutes information from Source #2 without plagiarizing.

Grade 11 SMARTER BALANCED English Performance Task

3  

Click on the boxes to show the claim(s) that each source supports. Some sources will have more than one box selected.

	Source #1: Working Financial Literacy in With the Three R's	Source #2: Financial Education Leaving Americans Behind	Source #3: Financial Literacy, Beyond the Classroom	Source #4: Finance Course Prompts Debate
People should take financial literacy classes when they are young so they are prepared to make good financial decisions as young adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some people support financial literacy despite evidence that it does not work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial literacy education could be effective if we rethink the way it is taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources for improving financial literacy should be spent on financial regulation instead.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Grade 11 SMARTER BALANCED English Performance Task

4



Student Directions

Mandatory Financial Literacy Classes Argumentative Performance Task

Part 2

You will now review your notes and sources, and plan, draft, revise, and edit your writing. You may use your notes and refer to the sources. Now read your assignment and the information about how your writing will be scored; then begin your work.

Your Assignment:

After completing your research, you share your findings with your teacher, who suggests that you write an argumentative essay about financial literacy courses for the upcoming school board meeting.

Today, in preparation for the school board meeting, you will write a multi-paragraph argumentative essay in which you take a stance on the topic of financial literacy courses. Make sure you establish an argumentative claim, address potential counterarguments, and support your claim from the sources you have read. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to reference the sources by title or number when using details or facts directly from the sources.

MYTHS VS FACTS



Correcting the Top 10 Myths
surrounding Common Core and Smarter
Balanced assessments

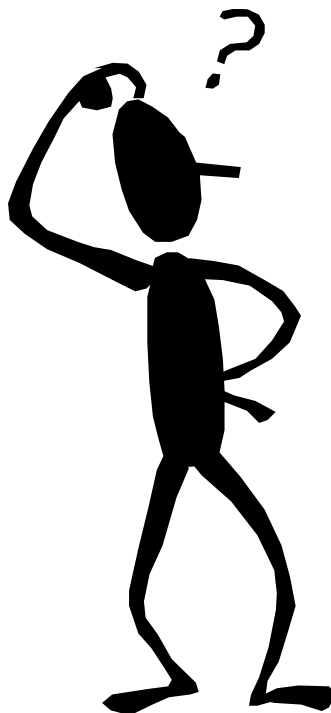
I've heard a lot about these
new tests and the standards
they're associated with...

How can I separate
fact from fiction?

COMMON CORE MYTH vs. fact

▶ MYTH

- × Common Core is a national curriculum for our schools that tells teachers what to teach.



▶ FACTS

- ✓ Common Core, like all standards, is NOT a curriculum. Standards are learning goals for students, or expectations for what students should know and be able to do at a given grade level.
- ✓ Local teachers, principals, and districts decide how standards are taught in their classrooms.

COMMON CORE MYTH vs. fact

▶ MYTH

- × Common Core Standards are not research-based.



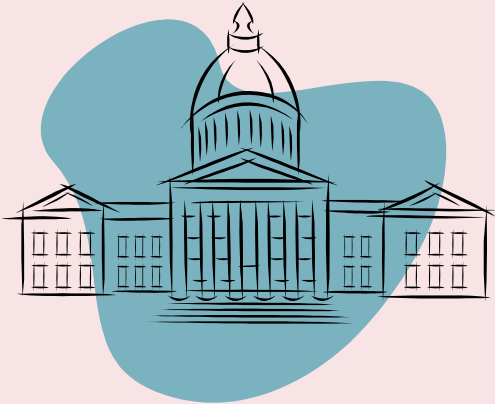
▶ FACTS

- ✓ 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 MYTH vs. fact

▶ MYTH

- × The federal government is forcing the Common Core on states as part of their initiative to takeover education nationwide.



▶ FACTS

- ✓ The federal government never specified which standards the states had to adopt or develop, just that they needed college and career-ready standards.
- ✓ The Common Core was, is, and will remain a state-led effort.
- ✓ Participating states voluntarily adopted the Common Core based on the merits of the standards.

COMMON CORE MYTH vs. fact

▶ MYTH

- × The Common Core English standards cut out fiction and literature.



▶ FACTS

- ✓ Common Core requires that a portion of reading is informational so students can become more familiar with complex texts, academic vocabulary, and real world information.
- ✓ Stories, drama, poetry, and other literature still account for the majority of reading that students do in English classes.

COMMON CORE MYTH vs. fact

▶ MYTH

- × The Common Core Math standards require students to do funky things to solve problems.



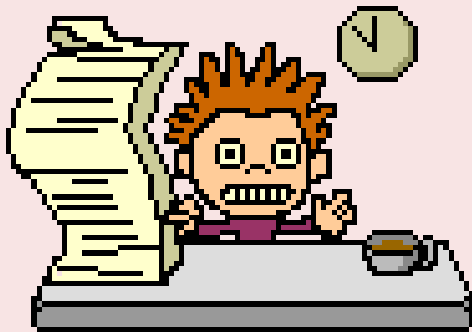
▶ FACTS

- ✓ Previously students were taught to memorize math procedures. The Common Core goes beyond rote memorization to include learning math procedures and connecting across concepts.
- ✓ Students now learn how *and* why they get to a certain answer. This may look different than what we are used to, but it will better prepare them for applying math to real-world situations.

SMARTER BALANCED MYTH vs. fact

▶ MYTH

- × Smarter Balanced tests do not benefit students.



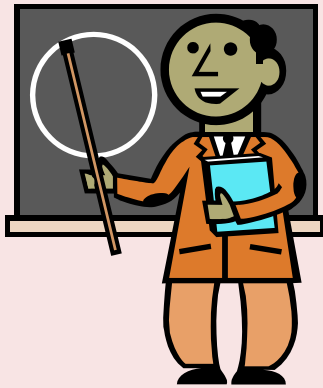
▶ FACT

- ✓ Smarter tests measure how well students are learning important skills for life after high school, including critical thinking and real-world problem-solving.

SMARTER BALANCED MYTH vs. fact

▶ MYTH

- × Smarter Balanced tests do not benefit teachers, and limit their approach to teaching.



▶ FACT

- ✓ Smarter tests and resources are designed to help teachers and parents know whether students are on track to be college- and career-ready by graduation.
- ✓ The tests provide teachers with academic check-ups that allow them to better identify areas for improving student learning.

SMARTER BALANCED MYTH vs. fact

▶ MYTH

- × Smarter Balanced test questions are untested and unproven.



▶ FACT

- ✓ Millions of students across the country have piloted and field tested Smarter questions.
- ✓ 24,000+ Oregon students took the Field Test last spring.
- ✓ Smarter Balanced leaders and member states are using what they learned from the field test to improve the final test.

SMARTER BALANCED MYTH vs. fact

▶ MYTH

- ✗ 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.

SMARTER BALANCED MYTH vs. fact

▶ MYTH

- × The federal government plans to use Smarter Balanced to collect and analyze personal information on my child.



▶ FACT

- ✓ States—not private testing companies or the federal government—control all of their student data.
- ✓ As with past tests, Smarter Balanced will adhere to all federal and state privacy laws to make sure students' personally identifiable information is not unlawfully stored or shared.

Future Information Session

- ▶ Oregon Department of Education
- ▶ March 2nd, 2015
- ▶ 6:00 p. m.
- ▶ PHS Auditorium
- ▶ Childcare Available

Questions

