Looking at the CCSS, Rigor, and Assessment in Mathematics

December 3, 2012
Agenda

- PVPUSD 2012-2013
- PVPUSD Timeline
- Depth of Knowledge and Cognitive Rigor Matrix
- Today’s Learning Target
- Crosswalks
- Rigor
- Smarter Balanced Assessment Consortium
- Sample Assessments
PVPUSD 2012-2013 Professional Development Plan

**District Wide**
3-4 common K-5, 6-8, 9-12 professional development days
Focus on the 6 Shifts in ELA and Math
- ELA: Read and Writing Rhetorically, Balancing Informational and Literary Text, Discipline Knowledge, Complexity, Academic Vocabulary
- Math: Focus, Coherence, Fluency, Application, Dual Intensity, Deep Understanding

**School Site**
Site specific professional development days
- Collaborative conversations, inquiry, problem-solving, balance of direct and indirect instruction
Focus on instructional strategies and new systems of assessment
- Performance base assessments, portfolios, authentic assessments, computer-based assessments

**Grade Level/Subject**
Focus on curriculum development, unit and individual lesson plans, vertical articulation and common formative assessment, analysis of student work, academic rigor
Goal #1
Begin to implement the Common Core State Standards (CCSS) while continuing to foster critical thinking, collaboration, creativity, and communication skills.

Objective #2
Identify the major shifts in the CCSS from the current system of standards and assessments in ELA and Math and other core academic areas at their appropriate level.
Common Core State Standards

PVPUSD TIMELINE

Phases of Implementation

1. Awareness and Dissemination
   Building Readiness

2. Transition
   Moving to the New Standards

3. Implementation
   Making Meaning

4. Transformation
   Changing Teaching and Learning

2012-2013: Beginning District Implementation

2014-2015: Full District Implementation
DEPTH OF KNOWLEDGE (DOK)

Level One
(Recall)
Describe
Level Two
(Skill/Concept)
Interpret
Level Three
( Strategic Thinking)
Level Four
(Extended Thinking)

Activities:
- Define
- List
- Illustrate
- Memorize
- Measure
- Infer
- Categorize
- Collect and Display
- Identify Patterns
- Organize
- Construct
- Modify
- Predict
- Interpret
- Distinguish
- Use Context Cues
- Make Observations
- Summarize
- Show
- Graph
- Classify
- Separate
- Cause/Effect
- Estimate
- Compare
- Relate
- Use
- Quote
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Depth of Knowledge (DOK) is a framework that categorizes levels of cognitive demand in learning tasks. It helps educators design activities that challenge students at different levels of thinking. The framework includes four levels:

1. **Level One**: Recall
   - Describe

2. **Level Two**: Skill/Concept
   - Explain
   - Interpret

3. **Level Three**: Strategic Thinking
   - Develop a Logical Argument
   - Apprise
   - Apprise
   - Critique
   - Explain Phenomena in Terms of Concepts
   - Compare
   - Formulate
   - Draw Conclusions
   - Hypothesize

4. **Level Four**: Extended Thinking
   - Construct
   - Construct
   - Use Concepts to Solve Non-Routine Problems
   - Compare
   - Investigate
   - Cite Evidence
   - Differentiate

The framework encourages educators to design tasks that require higher-level thinking and helps in assessing student understanding at various levels of depth.
Depth of Knowledge (cognitive demand) in the CCSS for Mathematics

- 5% are at level 4
- 20% are at a level 3
- 54% are at a level 2
- 21% are at a level 1
<table>
<thead>
<tr>
<th>+ Type of Thinking (Revised Bloom)</th>
<th>DOK Level 1 Recall &amp; Reproduction</th>
<th>DOK Level 2 Basic Skills &amp; Concepts</th>
<th>DOK Level 3 Strategic Thinking &amp; Reasoning</th>
<th>DOK Level 4 Extended Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Remember</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate an expression</td>
<td>- Specify, explain relationships</td>
<td>- Use concepts to solve non-routine problems</td>
<td>- Relate mathematical concepts to other content areas, other domains</td>
<td></td>
</tr>
<tr>
<td>Locate points on a grid or number on a number line</td>
<td>- Make basic inferences or logical predictions from data/observations</td>
<td>- Use supporting evidence to justify conjectures, generalize, or connect ideas</td>
<td>- Develop generalizations of the results obtained and the strategies used and apply them to new problem situations</td>
<td></td>
</tr>
<tr>
<td>Solve a one-step problem</td>
<td>- Use models/diagrams to explain concepts</td>
<td>- Explain reasoning when more than one response is possible</td>
<td>- Explain phenomena in terms of concepts</td>
<td></td>
</tr>
<tr>
<td>Represent math relationships in words, pictures, or symbols</td>
<td>- Make and explain estimates</td>
<td>- Relate mathematical concepts to other content areas, other domains</td>
<td>- Develop generalizations of the results obtained and the strategies used and apply them to new problem situations</td>
<td></td>
</tr>
<tr>
<td><strong>Understand</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow simple procedures</td>
<td>- Select a procedure and perform it</td>
<td>- Design investigation for a specific purpose or research question</td>
<td>- Initiate, design, and conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results</td>
<td></td>
</tr>
<tr>
<td>Calculate, measure, apply a rule (e.g., rounding)</td>
<td>- Solve routine problem applying multiple concepts or decision points</td>
<td>- Use reasoning, planning, and supporting evidence</td>
<td>- Translate between problem &amp; symbolic notation when not a direct translation</td>
<td></td>
</tr>
<tr>
<td>Apply algorithm or formula</td>
<td>- Retrieve information to solve a problem</td>
<td>- Translate between representations</td>
<td>- Translate between problem &amp; symbolic notation when not a direct translation</td>
<td></td>
</tr>
<tr>
<td>Solve linear equations</td>
<td>- Make conversions</td>
<td>- Use concepts to solve non-routine problems</td>
<td>- Relate mathematical concepts to other content areas, other domains</td>
<td></td>
</tr>
<tr>
<td>Make conversions</td>
<td>- Select a procedure and perform it</td>
<td>- Design investigation for a specific purpose or research question</td>
<td>- Initiate, design, and conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results</td>
<td></td>
</tr>
<tr>
<td><strong>Apply</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retrieve information from a table or graph to answer a question</td>
<td>- Categorize data, figures</td>
<td>- Compare information within or across data sets or texts</td>
<td>- Analyze and draw conclusions from data, citing evidence</td>
<td></td>
</tr>
<tr>
<td>Identify a pattern/trend</td>
<td>- Organize, order data</td>
<td>- Generalize a pattern</td>
<td>- Generalize a pattern</td>
<td></td>
</tr>
<tr>
<td><strong>Analyze</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept</td>
<td>- Generate conjectures or hypotheses based on observations or prior knowledge and experience</td>
<td>- Develop an alternative solution</td>
<td>- Synthesize information across multiple sources or data sets</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cite evidence and develop a logical argument</td>
<td>- Compare/concept solution methods</td>
<td>- Verify reasonableness</td>
<td>- Synthesize information across multiple sources or data sets</td>
<td></td>
</tr>
<tr>
<td><strong>Create</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Synthesize information across multiple sources or data sets</td>
<td>- Synthesize information within one data set</td>
<td>- Develop an alternative solution</td>
<td>- Design a model to inform and solve a practical or abstract situation</td>
<td></td>
</tr>
</tbody>
</table>
### Shift in the Cognitive Rigor

<table>
<thead>
<tr>
<th>Cognitive Level</th>
<th>CCSS</th>
<th>Previous Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remember</td>
<td>3%</td>
<td>8%</td>
</tr>
<tr>
<td>Understand</td>
<td>31%</td>
<td>23%</td>
</tr>
<tr>
<td>Apply</td>
<td>24%</td>
<td>36%</td>
</tr>
<tr>
<td>Analyze</td>
<td>13%</td>
<td>13%</td>
</tr>
<tr>
<td>Evaluate</td>
<td>5%</td>
<td>7%</td>
</tr>
<tr>
<td>Create</td>
<td>23%</td>
<td>13%</td>
</tr>
</tbody>
</table>
Rigor

Watch the following video: Rigor and the Common Core State Standards with Barbara Blackburn

(Time: 1:56)
http://www.youtube.com/watch?v=z7FpqXDfpBQ

“Rigor is creating an environment in which each student is expected to learn at high levels, each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels.”
(Blackburn, 2008)

“Rigor is more than what you teach, it’s how you teach and how students show you they understand.”
By the end of today’s professional development workshop, I will enhance my understanding of how to utilize a variety of resources, which will enable me to meet the Learning Target for the December/January work at my school site with the necessary knowledge to implement the usage of the CCSS crosswalks and the Smarter Balanced Assessment Consortium (SBAC) website.
By the next professional development workshop, I will be familiar with the Mathematics crosswalks for the CST and CCSS and be able to identify the differences and similarities. I will also be able to discuss the implications for instruction based upon the increased rigor in CCSS. I will have initial experience with a Mathematics performance task as developed by SBAC.

<table>
<thead>
<tr>
<th>What will I be able to do?</th>
<th>What idea, topic, subject is important for me to understand so I can use this information?</th>
<th>What will I be asked to do to show that I can do this?</th>
<th>How well will I have to demonstrate my level of understanding?</th>
</tr>
</thead>
</table>
| For the last three months we have learned about the major shifts in the CCSS in ELA | To be able to do this I must learn and understand;  
- 86.5% of the ELA CCSS and our current standards are the same  
- 93.3% of the MATH CCSS and our current standards are the same  
- The Cognitive Rigor has shifted and ⅔ of the standards in ELA and MATH are at the highest levels of DOK  
- What are the elements of and the expectations for an SBAC Performance Task | Focus on a lesson from the current standards and identify what students would be doing  
And compare it to  
A lesson focused on the CCSS and what students would be doing | I will demonstrate my learning at least at the beginning stage of creating and delivering a lesson aligned to the CCSS  
- Organizing instruction effectively  
- Assessing student performance aligned to CCSS |
Common Core State Standards
Mathematics Crosswalks

Focus on

- What’s out…
  - CA Mathematics Standards not found in your grade level CCSS

- What’s in…
  - CCSS not found in your current grade level CA Mathematics Standards

- But mostly…
  - What is the same and what does it mean…

Questions to Ask

1. What are the implications for instructional planning?
2. What are the implications for assessment?

Visit the Sacramento County Office of Education website to view the Mathematics crosswalks, which show the current standards and the CCSS:

- Grade 6 reference pp. 97-128
- Grade 7 reference pp. 129-164
- Algebra I reference pp. 165-175

[http://www.scoe.net/castandards/multimedia/k-12_math_crosswalks.pdf](http://www.scoe.net/castandards/multimedia/k-12_math_crosswalks.pdf)
634 CCSS (for Math)

* 367 have a very close content match
* 156 match partially
* 68 have an implied match
* 43 do not match

Meaning the 93.3% of the Math Common Core Standards and our previous standards have a strong content match
# K-7 Math Standards

<table>
<thead>
<tr>
<th>Grade</th>
<th>At Same Grade</th>
<th>Earlier</th>
<th>Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>88%</td>
<td>0%</td>
<td>15%</td>
</tr>
<tr>
<td>1</td>
<td>88%</td>
<td>4%</td>
<td>8%</td>
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<tr>
<td>2</td>
<td>72%</td>
<td>16%</td>
<td>6%</td>
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<tr>
<td>3</td>
<td>60%</td>
<td>26%</td>
<td>9%</td>
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<tr>
<td>4</td>
<td>46%</td>
<td>20%</td>
<td>14%</td>
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<td>5</td>
<td>55%</td>
<td>32%</td>
<td>11%</td>
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<tr>
<td>6</td>
<td>40%</td>
<td>42%</td>
<td>19%</td>
</tr>
<tr>
<td>7</td>
<td>40%</td>
<td>60%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Q: What is the SBAC?

• **A:** Smarter Balanced Assessment Consortium

• "SMARTER" stands for “**S**ummative **M**ulti-state **A**ssessment **R**esources for **T**eachers and **E**ducational **R**esearchers.”

• SBAC is a national consortium of 30 states as of November 14, 2011, that have been working collaboratively to develop a student assessment system aligned to a common core of academic content standards.
Purpose of SBAC

• 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]
Adopted: CCSS

As of November 4, 2011
Adopted: SBAC
Key Features of SBAC

- Interim, summative, and formative assessment practices and tools
- Variety of item types
  - Selected Response
  - Constructed Response
  - Extended Response
  - Performance Tasks
- Technology
- Adaptive testing
- More powerful reporting
- Digital library of resources and tools for educators
Purpose of Sample Items and Performance Tasks

• Demonstrate rigor and complexity of ELA/literacy and mathematics questions

• Showcase variety of item types:
  • Selected response
  • Constructed response
  • Technology enhanced
  • Performance tasks

• Help teachers to begin planning for the shifts in instruction
New Assessment Will Impact Instructional Delivery

- Will be approximately 40% selected response, computer adaptive
- 60% constructed response
- Performance based component, scored at the site - may be a collaborative activity
For numbers 1a-1c, select Yes or No to indicate whether each fraction can be placed in the box to make a true inequality.

\[ \frac{3}{4} \times \quad > \quad \frac{3}{4} \]

1a. \( \frac{12}{9} \)  
   [ ] Yes  [ ] No

1b. \( \frac{9}{9} \)  
   [ ] Yes  [ ] No

1c. \( \frac{9}{12} \)  
   [ ] Yes  [ ] No
Which of the following statements is a property of a rectangle? Select all that apply.

- ☐ Contains three sides
- ☐ Contains four sides
- ☐ Contains eight sides
- ☐ Contains two sets of parallel lines
- ☐ Contains at least one interior angle that is acute
- ☐ Contains at least one interior angle that is obtuse
- ☐ All interior angles are right angles
- ☐ All sides have the same length
- ☐ All sides are of different length
The table below shows the number of students in each third-grade class at Lincoln School.

<table>
<thead>
<tr>
<th>Students in Third-Grade</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td>Number of Students</td>
</tr>
<tr>
<td>Mrs. Roy</td>
<td>24</td>
</tr>
<tr>
<td>Mr. Grant</td>
<td>21</td>
</tr>
<tr>
<td>Mr. Harrison</td>
<td>22</td>
</tr>
<tr>
<td>Ms. Mack</td>
<td>25</td>
</tr>
</tbody>
</table>

There are 105 fourth-grade students at Lincoln School. How many more fourth-grade students than third-grade students are at Lincoln School? Show or explain how you found your answer.
Ms. McCrary wants to make a rabbit pen in a section of her lawn. Her plan for the rabbit pen includes the following:

- It will be in the shape of a rectangle.
- It will take 24 feet of fence material to make.
- Each side will be longer than 1 foot.
- The length and width will measure whole feet.

**Part A**

Draw 3 different rectangles that can each represent Ms. McCrary’s rabbit pen. Be sure to use all 24 feet of fence material for each pen.

Use the grid below. Click the places where you want the corners of your rectangle to be. Draw one rectangle at a time. If you make a mistake, click on your rectangle to delete it. Continue as many times as necessary.

Use your keyboard to type the length and width of each rabbit pen you draw. Then type the area of each rabbit pen. Be sure to select the correct unit for each answer.

[Students will input length, width, and area for each rabbit pen. Students will choose unit from drop down menu.]

**Part B**

Ms. McCrary wants her rabbit to have more than 60 square feet of ground area inside the pen. She finds that if she uses the side of her house as one of the sides of the rabbit pen, she can make the rabbit pen larger.

- Draw another rectangular rabbit pen.
- Use all 24 feet of fencing for 3 sides of the pen.
- Use one side of the house for the other side of the pen.
- Make sure the ground area inside the pen is greater than 60 square feet.

Use the grid below. Click the places where you want the corners of your rectangle to be. If you make a mistake, click on your rectangle to delete it.

Use your keyboard to type the length and width of each rabbit pen you draw. Then type the area of each rabbit pen. Be sure to select the correct unit for each answer.
Performance Task
Grade 8

During the task, the student assumes the role of an architect who is responsible for designing the best plan for a park with area and financial restraints. The student completes tasks in which he/she compares the costs of different bids, determines what facilities should be given priority in the park, and then develops a scale drawing of the best design for the park and an explanation of the choices made. This investigation is done in class using a calculator, an applet to construct the scale drawing, and a spreadsheet.
Brianna is running for class president. She needs to give a speech to the 4th grade class. Listen to the draft of her speech and then answer the questions that follow.

(Test-takers listen to an audio version of the following speech.)

“Hi, My name is Brianna. I am running for class president, and I hope you will vote for me. You know many of my friends said they would. I am involved in many activities, including track and theater. If I am elected, I will hold several fundraisers so that all students in the 4th grade can go on a trip at the end of the year. Also, we can donate a portion of the money to a charity of our choice. If you want a class president who will work hard for you and listen to your needs, please vote for me next week!”

This speech needs to be revised before the student presents it. Which sentence should be omitted to improve the speech.

A. I am running for class president, and I hope you will vote for me.
B. You know many of my friends said they would.
C. If I am elected, I will hold several fundraisers so that all students in the 4th grade can go on a trip at the end of the year.
D. If you want a class president who will work hard for you and listen to your needs, please vote for me next week!”
Below is a poem, a sonnet, in which the speaker discusses her feelings about a relationship. Read the poem and answer the question that follows.

Remember
by Christina Rossetti
Remember me when I am gone away,
   Gone far away into the silent land;
   When you can no more hold me by the hand,
Nor I half turn to go yet turning stay.
Remember me when no more day by day
   You tell me of our future that you plann'd:
   Only remember me; you understand
It will be late to counsel then or pray.
Yet if you should forget me for a while
   And afterwards remember, do not grieve:
   For if the darkness and corruption leave
A vestige* of the thoughts that once I had,
Better by far you should forget and smile
   Than that you should remember and be sad.

In the sonnet “Remember,” which two lines reveals a change in the speaker’s message to her subject?
SBAC Website

2. Click on the tab “Smarter Balanced Assessments”
3. Click on the sub tab “Item Writing and Review”
4. Click on the text “Smarter Balanced item/task specifications and review guidelines”
5. Locate the content and grade level
6. Open the ZIP files

[Image of the Smarter Balanced Assessment Consortium website]

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**Smarter Balanced Assessment Consortium**

Smarter Balanced is a state-led consortium developing assessments aligned to the Common Core State Standards in English language arts/literacy and mathematics that are designed to help prepare all students to graduate high school college- and career-ready. [READ MORE]

**Latest News**

**Draft Initial Achievement Level Descriptors Released for Public Review**

The Consortium released draft initial achievement level descriptors (ALDs) for feedback and review through January 15, 2013. The initial ALDs describe levels of student performance in English language arts/literacy and mathematics on the Smarter Balanced assessments. Smarter Balanced has also released a college content-readiness definition with associated implications for 12th grade and postsecondary coursework at each achievement level on the 11th grade assessment. Feedback can be submitted through an online survey. [READ MORE]

**School Years**

Smarter Balanced assessments will be implemented in the 2014-15 school year. Click below to see what’s happening each year.

- 2009-2010
- 2010-2011
- 2011-2012
- 2012-2013
- 2013-2014

**What’s Happening**

Working with educators, Smarter Balanced will conduct a pilot test of the assessment system. [READ MORE]
Mathematics Assessment Claims

The Mathematics Content Specifications describe the four claims and provide a set of assessment targets for each claim.

40% CLAIM 1- **Concepts and Procedures**, which requires students to explain and apply mathematical concepts to interpret and carry out mathematical procedures with precision and fluency.

CLAIM 2- focuses on **Problem Solving** and requires students to solve complex mathematical problems using knowledge and problem solving strategies.

20% Each CLAIM 3- addresses **communicating reasoning** and requires students to clearly and precisely construct viable arguments to support their reasoning and to critique the reasoning of others.

CLAIM 4- focuses on **modeling and data analysis** and requires students to analyze complex, real-world scenarios and construct and use mathematical models to interpret and solve problems.
## Alignment to Claims and Assessment Targets

### MAT.05.CR.2.0000G.A.157 Claim 2

<table>
<thead>
<tr>
<th>Sample Item ID</th>
<th>MAT.05.CR.2.0000G.A.157</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>07</td>
</tr>
</tbody>
</table>
| Primary Claim           | **Claim 2: Problem Solving**
Students can solve a range of well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies. |
| Secondary Claim(s)      | **Claim 1: Concepts and Procedures**
Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency. |
| Primary Content Domain  | Number and Operations in Base Ten |
| Secondary Content Domain|                          |
| Assessment Target(s)    | 2 A: Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.
1 F: Apply and extend previous understandings of multiplication and division to multiply and divide fractions. |
| Standard(s)             | 5.NF.4                   |
| Mathematical Practice(s)| 1, 2, 5, 6, 7            |
| DOK                     | 3                        |
| Item Type               | CR                       |
| Score Points            | 2                        |
| Difficulty              | M                        |
| Key                     | See Sample Top-Score Response. |
| Stimulus/Source         |                          |
| Target-Specific Attributes (e.g., Accessibility Issues) | |
| Notes                   |                          |
SAMPLE ASSESSMENTS
Let’s Take a Look…

1. In grade level groups of 3 or 4, review the sample Performance Task provided.

2. In your grade level group, discuss the implications for current practices in instruction and assessment.

3. Record your ideas on the chart paper and be prepared to share your discussion with the whole group.
Reflection

➢ What changes do you anticipate in your classroom practice to prepare students for the higher level SBAC assessments?
Next Steps: Prior to the Next Professional Development

- In order to meet the site based Learning Target and prepare for the next professional Development Workshop, continue discussions around the transition to CCSS, rigor, and assessment

...Individually
...in department meetings
...at staff meetings

Don’t be afraid to take the plunge ... We are all in this together!
Resources

**California Department of Education Resources**
CDE on iTunes U
http://www.cde.ca.gov/re/mm/it/
Child Development Division Resources
http://www.cde.ca.gov/sp/cd/re/
Common Core State Standards Resources Website
http://www.cde.ca.gov/ci/cc/
Los Angeles County Office of Education
http://www.lacoe.edu/CurriculumInstruction/CommonCore.aspx
Professional Development Opportunity Search Form
http://ww3.cde.ca.gov/prodevops/search.aspx
SMARTER Balanced Assessment Consortium Webpage
http://www.cde.ca.gov/ta/tg/sa/smarterbalanced.asp
Taking Center Stage Act II
http://pubs.cde.ca.gov/tcsii/index.aspx

**Multi-State Resources**
Common Core State Standards Initiative Website
http://www.corestandards.org/
EngageNY Common Core
http://engageny.org/
SMARTER Balanced Assessment Consortium Webpage
http://www.k12.wa.us/SMARTER/default.aspx