EVALUATING OR PURCHASING MATERIALS ALIGNED TO THE COMMON CORE STATE STANDARDS

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STUDENT ACHIEVEMENT PARTNERS
Student Achievement Partners – Principles

**We hold no intellectual property**

Our goal is to create and disseminate high quality materials as widely as possible. All resources that we create are open source and available at no cost. We encourage states, districts, schools, and teachers to take our resources and make them their own.

**We do not compete for state, district or federal contracts**

Ensuring that states and districts have excellent materials for teachers and students is a top priority. We do not compete for these contracts because we work with our partners to develop high quality RFPs that support the Core Standards.

**We do not accept money from publishers**

We work with states and districts to obtain the best materials for teachers and students. We are able to independently advise our partners because we have no financial interests with any publisher of education materials. Our independence is essential to our work.
ELA/Literacy: 3 shifts

1. **Building knowledge** through *content-rich nonfiction*

2. Reading, writing, and speaking grounded in *evidence from text*, both literary and informational

3. Regular practice with *complex text* and its *academic language*
Mathematics: 3 shifts

1. **Focus**: Focus strongly where the standards focus.

2. **Coherence**: Think across grades, and *link* to major topics.

3. **Rigor**: In major topics, pursue *conceptual understanding*, procedural skill and *fluency*, and *application*.
Publishers’ Criteria

Publishers and purchasers are equally responsible for a healthy materials market.

Found on www.achievethecore.org  Steal These Tools

• English Language Arts and Literacy, Grades K-2
• English Language Arts and Literacy, Grades 3-12
• Mathematics, K-8
• Mathematics, 9-12*

*to be released in March 2013
Publishers’ Criteria

• Concentrate on the most significant elements of the CCSS
• Standards by themselves cannot raise achievement
• Like the Standards, not meant to dictate classroom practice
• Address the significant different between judging criteria and alignment
Publishers’ Criteria for ELA/Literacy Overview

Document Organization – Grades K-2
I. Key Criteria for Reading Foundations
II. Key Criteria for Reading Selections
III. Key Criteria for Questions and Tasks

Document Organization – Grades 3-12
I. Key Criteria for Text Selection
II. Key Criteria for Questions and Tasks
III. Key Criteria for Academic Vocabulary
IV. Key Criteria for Writing to Sources and Research
V. Additional Key Criteria for Student Reading, Writing, Listening and Speaking
<table>
<thead>
<tr>
<th>IN</th>
<th>OUT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Daily encounters w/complex texts</td>
<td>1. Leveled texts (only)</td>
</tr>
<tr>
<td>2. Texts worthy of close attention</td>
<td>2. Reading any ‘ol text</td>
</tr>
<tr>
<td>5. Mostly text-dependent questions</td>
<td>5. Mostly text-to-self questions</td>
</tr>
<tr>
<td>7. Accent on academic vocabulary</td>
<td>7. Accent on literary terminology</td>
</tr>
<tr>
<td>8. Emphasis on reading &amp; re-reading</td>
<td>8. Emphasis on pre-reading</td>
</tr>
<tr>
<td>9. Reading strategies (as means)</td>
<td>9. Reading strategies (as end goal)</td>
</tr>
<tr>
<td>10. Reading foundations (central and integrated)</td>
<td>10. Reading foundations (peripheral and detached)</td>
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</table>
Publishers’ Criteria for ELA/Literacy

*It all boils down to...*

*Texts Worth Reading*

*and*

*Questions Worth Answering!*
Publishers’ Criteria for K-8 Mathematics Overview

I. Focus, Coherence, and Rigor
II. Criteria for Materials and Tools (10 criteria)
III. Indicators of Quality (ex. Problems worth doing, pacing and grain size of content coverage, best practice use of manipulatives, short text books)
IV. Appendix – “The Structure is the Standards”
V. Sample Rubric
The Standards are **NOT** new names for old ways of doing things...

Old ways:

- A different topic every day
- Every topic treated as equally important
- Elementary students dipping into advanced topics at the expense of mastering fundamentals
- Infinitesimal advance in each grade; endless review
- Incoherence and illogic – bizarre associations, or lacking a thread
The Standards are **NOT** new names for old ways of doing things...

Old ways:
- Lack of rigor
  - Reliance on rote learning at expense of concepts
  - Aversion to repetitious practice
  - Severe restriction to stereotyped problems lending themselves to mnemonics or tricks
- Lack of quality applied problems and real-world contexts
- Lack of variety in what students produce
  - E.g., overwhelmingly only answers are produced, not arguments, diagrams, models, etc.

<table>
<thead>
<tr>
<th>From....</th>
<th>To....</th>
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<tbody>
<tr>
<td>856 = ___ hundreds, ___ tens, ___ ones</td>
<td>1 hundredth = ___ tenths</td>
</tr>
<tr>
<td>x2 – 10x + 21 = 0</td>
<td>¾ c(c –1) = c</td>
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</tbody>
</table>
Publishers’ Criteria for Mathematics

It all boils down to... 

Focus
Coherence
Rigor

conceptual understanding, fluency, and application
# Use Cases for Publishers’ Criteria

<table>
<thead>
<tr>
<th>Use Cases</th>
<th>What States, Districts, and Teachers Can Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informing purchases and adoptions</td>
<td>Ensure that instructional resource purchasing criteria and decisions are aligned to the PC</td>
</tr>
<tr>
<td>Working with previously purchased materials</td>
<td>Use the PC to review existing materials and adjust to improve alignment (remove or supplement)</td>
</tr>
<tr>
<td>Reviewing teacher-developed materials and guiding their development</td>
<td>Use the PC to support teachers in developing materials and ensure that teacher-developed resources are aligned</td>
</tr>
<tr>
<td>As a tool for professional development</td>
<td>Share the PC with teachers and use it to support teacher understanding of the standards</td>
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For additional resources for educators, go to [achievethecore.org](http://achievethecore.org).
Work that is happening now

Development of rubrics
  • Non-negotiables

The Council of the Great City Schools
  • District purchasing power

The Council of Chief State School Officers (CCSSO)
  • State collaboration on material review/guidance

www.achievethecore.org
  • PD modules
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