

What about New Assessments?

California is a governing member of the SMARTER Balanced Assessment Consortium (SBAC), one of two federally funded consortia developing new assessments aligned to the CCSS. To help students show progress toward the standards, SBAC is working with educators and parents to develop assessments that will replace current state assessments in English language arts/literacy and mathematics in the 2014-15 school year. The SBAC assessment system will provide teachers with new tools to monitor student progress and resources to meet each student's unique needs.



State Superintendent of Public Instruction, Tom Torlakson, is consulting with specific stakeholder groups in developing recommendations for the authorization of the current statewide pupil assessment system, which includes a plan for transitioning to a system of high-quality assessments.

Resources for Business and Community Leaders

California Department of Education CCSS and Community Partners Web Page:

<http://www.cde.ca.gov/re/cc/communitypartners.asp>

Smarter Balanced Assessment Consortium
<http://www.cde.ca.gov/ta/tg/sa/smarterbalanced.asp>

Common Core Implementation Video Series
http://www.ccss.org/Resources/DigitalResources/Common_Core_Implementation_Video_Series.html

(Produced by the Hunt Institute and the Council of Chief State School Officers [CCSSO], explains the standards in greater depth)



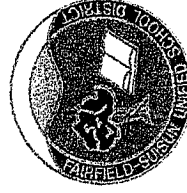
Brochure developed by the
California Department of Education
<http://www.cde.ca.gov/re/cc/documents/commstoolkit.doc>
Communications Toolkit

COMMON CORE

CALIFORNIA



Common Core State Standards and Business and Community Leaders



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Common Core State Standards

The Common Core State Standards (CCSS) provide a practical way to prepare children and youth for the challenges of a constantly changing world – by learning step-by-step the real-world skills they need for college and career.

California is putting these standards to work, using them as the **foundation for remodeling our education system**. The standards keep the best of what we have, but replace outdated ways of learning with a clear focus on the key knowledge and skills students need, and provide teachers the time to teach them well.

Like an orchestra learning a challenging new symphony, bringing these standards to life in our schools will take time and energy, and the costs must be managed over time. These standards **provide every part of our education system the same sheet music** – with the clear goals of career and college readiness for all. And we all have a part to play.

Our district is focused on:

Ensuring our programs and curricula are **relevant to the real world**, reflecting the knowledge and skills that our young people need for success in both college and work.

Working together for shared goals, so we can help ensure that students make progress each year and **graduate from school prepared to succeed** and build a strong future for themselves and the country.

Strengthening teachers' expertise and success.

Preparing Students for Career and College

Goal – all students graduating from our public school system as life-long learners and have the skills and knowledge necessary to assume their positions in the 21st century global economy.



For college, academic preparedness refers to the reading and mathematics knowledge and skills necessary to qualify for placement into entry-level college credit courses that without the need for remedial coursework.

For the workplace, academic preparedness refers to the reading and mathematics knowledge and skills needed to qualify for job training, and identified industry sector expectations as appropriate.

Transitioning: What Business and Community Leaders Can Do Now

The standards will be fully implemented in California by the 2014–15 school year. Business leaders can help lay the groundwork for a smooth transition to the new standards, by:

- **Becoming educated** on the standards and closely following the implementation process as the work unfolds.
- **Advocating** for the CCSS with California legislators and urging them and the governor to fully support implementation as the economic picture improves.
- **Talking to local principals** and superintendents about forming partnerships with the business community to help students become better prepared for careers.
- **Building on local partnerships** that bring the entire community together in support of student success and advocacy.