

Common Core State Standards Fact Sheet for Technology in CCSS

Require Six (6) Major Instructional Shifts:

1. **Assessment** - Online Computer adaptive testing (CAT) including summative and formative tests—will provide important information about whether students are on track, as well as resources and tools for teachers to help students succeed.
2. **Technology Components in ELA Anchor Standards**
 - a. *Writing Standard #6* - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
 - b. *Writing Standard #8* - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
 - c. *Reading Standard #7* - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
 - d. *Speaking & Listening Standard #5* - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
3. **Technology in Mathematics**
 - a. Unlike in the ELA CCSS, technology skills are not as explicitly integrated into the grade level content standards.
 - b. But through SMP 5, students are expected to learn and use technology daily throughout the grades.
4. **Use of Digital Content** –
 - a. Digital textbooks, Teacher/district/state collaboratively authored digital textbooks, Interactive digital content that allows students to ‘dig deeper’, Customizable digital content, Game based content/instruction
5. **Internet Use** - Because of student needs based on CCSS learning expectations schools must ensure students have authentic access to the internet
6. **Hardware** - Guidelines for purchasing new hardware are designed to inform schools and districts on current and future technology purchasing decisions consistent with SBAC requirements. The guidelines include hardware and operating system specifications covering the vast majority of commercially available computers and tablets.

Using (CAT) Computer Adaptive Technology for Summative & Interim Assessments

- Faster Results – Turnaround in weeks compared to months today
- Shorter test length – Fewer questions compared to fixed form tests
- Increased precision – Provides accurate measurements of student growth over time
- Tailored to student ability – Item difficulty based on student responses

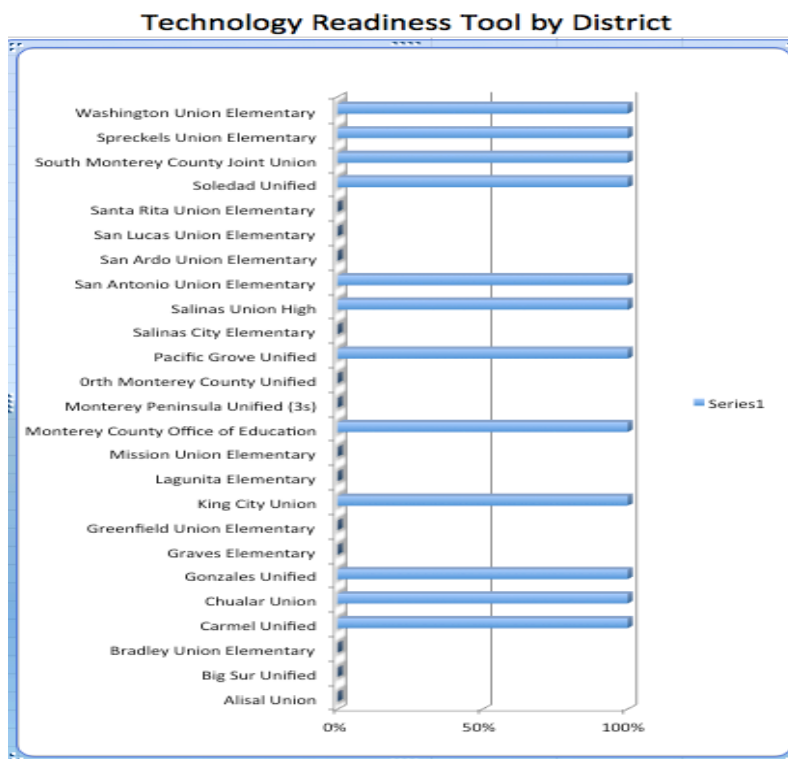
- Greater security – Larger item banks mean that not all students receive the same questions
- Mature technology – GMAT, GRE, COMPASS (ACT), Measures of Academic Progress (MAP)

Technology Readiness Tool from SBAC

- **SBAC Technology Readiness Tool 2012 Summary:**
 - A summary of the California results for the Smarter Balanced Technology Readiness Tool's Spring 2012 data collection has been posted at <http://www.cde.ca.gov/ta/tg/sa/sbac-itr-spr2012sum.asp>.
 - The IT Readiness Tool assesses each school's current capacity and compares them to the technology that is expected to be required for new SMARTER Balanced Assessment Consortium assessments. The tool collects information in four major areas or dimensions:
 - Devices (i.e. testing computers)
 - Device-to-tester Ratio
 - Network Infrastructure
 - Staff and Personnel Technology Readiness
 - The first data collection window (Spring 2012) was open from April 16, 2012 until June 30, 2012. The data collected in the window will be used as a baseline inventory to help the Smarter Balanced Assessment Consortium determine the minimum system requirements for existing devices for using the Smarter Balanced system. The data are self-reported, unverified, and unaudited.
 - In California, 4,377 schools (42%), (Monterey County 48%), representing 456 districts submitted complete TRT information. An additional 1,237 schools submitted partial information. The district submission status report (XLS) shows the school completion percentage for each district in California.
 - The following information summarizes some of the data elements collected by the TRT for California schools. The Devices File Import Layout and School Survey File Import Layout Web pages provide descriptions for each of the data elements collected by the TRT.
 - Also, you can view a letter that was sent to district superintendents and charter school administrators at <http://www.cde.ca.gov/ds/sp/cl/trtltrsept2012.asp>.
- **Synopsis of Summary**
 - **Devices (i.e. testing computers)**
 - Top: Desktops 67%
 - Mid: Laptops
 - Low: Tablets but catching up to Laptops
 - **Internet Bandwidth**
 - Top: 100 MPS
 - Mid: 1 GPS
 - Bottom: 10 MPS

- **Internet Utilization**
 - Less than half of devices are utilizing the internet
- **Staff and Personnel Technology Readiness**
 - 1.) Having a sufficient number of test administrators to support online testing.
 - 71% High level of concern
 - 2.) Test administrators having sufficient technical understanding to support online testing.
 - 85% High level of concern
 - 3.) Providing all appropriate training needed for test administrators.
 - 81% High level of concern
 - 4.) Having a sufficient number of technology support staff to support online testing.
 - 82% High level of concern
 - 5.) Technology support staff having sufficient technical understanding to support online testing.
 - 60% High level of concern
 - 6.) Providing all appropriate training needed for technology support staff.
 - 67% High level of concern

Monterey County School Districts who Participated in the TRT



Timeline for Online Assessment Implementation

- 2012 Finished June 30
 - Districts enter computer information into IT Readiness Tool
- 2012-13 Pilot Testing
 - Gap Analysis provided to districts
 - District fills technology gaps
 - Students use technology in classrooms
- 2013-14 Field Testing
 - Close the Gap!
 - Students use technology in classrooms
- 2014-15 All Students Testing through SBAC
 - Students take online assessments

Access to Internet ready devices is crucial:

- The shift to computer-based and online assessment is only one part of a larger and longer-term shift in K-12 education towards digital instructional materials, online learning, data systems, formative assessment, online professional development, and school communications tools.

Advance Digital Age Learning for students:

- **Communication & Collaboration** - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- **Creativity & Innovation** - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology
- **Technology Operations** - Students demonstrate a sound understanding of technology concepts, systems, and operations.
- **Digital Citizenship** - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior
- **Critical Thinking** - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- **Research & Information** - Students apply digital tools to gather, evaluate, and use information.
- **More info can be found at ISTE NETS**