



# South Carolina Commission on Higher Education

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ACAP  
10/16/2014  
Agenda Item 3

October 16, 2014

## **MEMORANDUM**

**To:** Members, Advisory Committee on Academic Programs  
**From:** MaryAnn Janosik, Ph.D., Director of Academic Affairs

### **Consideration of and Presentation on Development of College-Ready Standards from S.C. Department of Education**

Dr. Briana Timmerman, Director of the Office of Instructional Practices and Evaluation at the SC Department of Education, will be presenting at the Advisory Committee on Academic Programs (ACAP) meeting on October 16, 2014. The purpose of her presentation is to provide ACAP members with an overview of the standards development and approval process currently being discussed at the state level.

Dr. Timmerman has prepared several documents for ACAP members to review prior to the ACAP meeting. The documents provide information on her presentation and the work of the standards development writing teams. A list of those documents is included below:

- A PowerPoint Presentation that outlines the South Carolina College- and Career-Ready Standards for English Language Arts and Mathematics
- A copy of the “college and career ready portraits” which are the focus of the writing teams’ efforts
- A link to the standards development process and team members involved in the writing process ( <http://ed.sc.gov/scde-grant-opportunities/NewSCStandards.cfm>)



**SOUTH CAROLINA**  
**STATE DEPARTMENT**  
**OF EDUCATION**

# **South Carolina College- and Career-Ready Standards for English Language Arts and Mathematics**

**State Board of Education**

**October 8, 2014**



challenge  
equal  
outcomes rigor  
ready  
quality  
accountability opportunity  
comparison  
guidance students focus  
excellence consistency thinking  
cohesive purposeful relevant  
success instruction  
guide

# College- and Career-Ready Portrait: ELA

## A South Carolina Student Who is College- and Career-Ready Will Demonstrate:

- **Academic Success and Employability:** Student demonstrates the ability to analyze deep content and construct conceptual knowledge through strategic and appropriate academic and technical skills and tools to complete tasks and solve problems in real world situations.
- **Interdependent Thinking and Collaborative Spirit:** Student develops and applies interpersonal skills through listening, speaking, writing, and reading, in order to respect diversity and seek an understanding of varied perspectives. Student works collaboratively to achieve goals, solve problems, and foster innovation,
- **Intellectual Integrity and Curiosity:** Student demonstrates intellectual integrity in the ethical selection and application of resources. Student discerningly assimilates, synthesizes, and verifies research while citing relevant sources and evaluating evidence.
- **Logical Reasoning:** Student appropriately employs a variety of strategies to discern the meaning of increasingly complex texts and other modes of communication to form logical, evidence-based conclusions.
- **Self-Reliance and Autonomy:** Student demonstrates qualities of an independent, reflective learner and contributor to varied societies through self-reliance, self-improvement, constructive interactions with others and perseverance of life-long learning.
- **Effective Communication:** Student fluently and appropriately uses various modes of communication for authentic purposes based on audience, task, and discipline.

# English Language Arts

- **Overview of the Process**
- **Determination of Key Concepts and Key Ideas**
- **Collaboration across Grade Levels to Ensure Vertical Articulation**
- **Collaboration within Grade Bands**

# **Key Concepts (Strands)**

- **Reading – Literary Text**
- **Reading – Informational Text**
- **Writing**
- **Communication**

# Key Ideas (Standards)

- **Fundamentals of...**
- **Meaning and Context**
- **Language, Structure, and Craft**
- **Range and Complexity**
- **Disciplinary Literacy**



# **Innovative Considerations**

- 
- **Literary Inquiry Practices**
  - **Fundamentals of...**



- **Disciplinary Literacy**

# ELA

**The Development Process thus far for the draft *South Carolina College- and Career-Ready Standards for ELA* yields:**

- **Student Portrait**
- **CCR Content Standards including Fundamentals and Disciplinary Literacy**
- **Inquiry-Based Literacy Practices**

# College- and Career Ready Portrait: Mathematics

## A South Carolina Student Who is College and Career Ready Will Demonstrate:

- **Academic Success and Employability:** Student demonstrates strong conceptual knowledge and strategically applies appropriate academic and technical skills and tools to model and solve problems.
- **Interdependent Thinking and Collaborative Spirit:** Student collaborates effectively with others and respectfully critiques varied perspectives.
- **Intellectual Integrity and Curiosity:** Student researches by appropriately collecting, assimilating, and synthesizing data and information, cites relevant sources, and verifies with evidence. Student investigates mathematical situations in order to develop and test conjectures.
- **Logical Reasoning:** Student analyzes and evaluates evidence in a comprehensive and discerning manner and forms conclusions based on evidence using logic and reason.
- **Self-Reliance and Autonomy:** Student demonstrates qualities of an innovative, creative and independent learner and contributor to society, including goal setting, self-monitoring and regulation, constructive interactions with others, time management, and tenacity.
- **Effective Communication:** Student communicates appropriately, fluently, and with precision in a variety of written and oral modes, including appropriate technologies, based on audience, task, purpose, and discipline.

# Mathematics

- **Overview of Process**
  - **Worked in grade band teams**
  - **Initially divided work load by**
    - **Key Concepts**
    - **Subjects**
  - **Put drafts together by grades or courses**
    - **Examined relationships across key concepts within a grade/subject to ensure content of one key concept supports another**
    - **Examined content across grades/subjects to ensure vertical articulation**



# **Mathematics Key Concepts Grades K-5**

- **Number Sense and Base Ten**
- **Algebraic Thinking and Operations**
- **Geometry**
- **Measurement and Data Analysis**

# Mathematics Key Concepts Middle School

- **Grades 6 – 8:**
  - **Number System**
  - **Expressions, Equations and Inequalities**
  - **Geometry and Measurement**
- **Grade 6:**
  - **Data Analysis and Statistics**
- **Grades 6 and 7:**
  - **Ratios and Proportional Relationships**
- **Grades 7 and 8:**
  - **Data Analysis, Statistics and Probability**
- **Grade 8:**
  - **Functions**



# **Mathematics Key Concepts High School**

- **Algebra 1**
- **Algebra 2**
- **Geometry**
- **Foundations in Algebra**
- **Intermediate Algebra**
- **Probability and Statistics**
- **Pre-Calculus**
- **Calculus**

# Mathematics Process Standards

A mathematically literate student can:

- 1. Make sense of problems and persevere in solving them.**
  - a. Relate a problem to prior knowledge.
  - b. Analyze what is given, what is not given, what is being asked, what strategies are needed, and make an initial attempt to solve a problem.
  - c. Evaluate the success of an attempt to solve a problem and refine the approach if necessary.
  
- 2. Reason both contextually and abstractly.**
  - a. Make sense of quantities and their relationships in mathematical and real-world situations.
  - b. Describe a given situation using mathematical representations.
  - c. Translate between mathematical representations and their meanings.
  - d. Connect the meaning of mathematical operations to the context of a given situation.
  
- 3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.**
  - a. Construct and justify a solution to a problem.
  - b. Compare and discuss the validity of various strategies.



# Mathematics Process Standards

- **Make sense of problems and persevere in solving.**
- **Reason both contextually and abstractly.**
- **Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.**
- **Connect mathematical ideas and real-world/contextual situations through modeling.**



# Mathematics Process Standards

- **Use a variety of mathematical tools effectively and strategically.**
- **Communicate mathematically and approach mathematical situations with precision.**
- **Identify and utilize structure and patterns.**

# Mathematics

**Development Process Resulted in  
Three Components for our  
South Carolina College- and Career-  
Ready Standards for ELA and Math:**

- **Student Portrait**
- **Content Standards**
- **Process Standards**



# Concluding Remarks

**Portrait of a College- and Career -Ready Student as composed by the Standards Writing Teams**

<b>Math Portrait</b>	<b>ELA Portrait</b>
<p><b>Academic Success and Employability:</b> Student demonstrates strong conceptual knowledge and strategically applies appropriate academic and technical skills and tools to model and solve problems.</p>	<p><b>Academic Success and Employability:</b> Student demonstrates the ability to analyze deep content and construct conceptual knowledge through independent, strategic, and appropriate academic and technical skills and tools to complete tasks and solve problems in real world situations.</p>
<p><b>Interdependent Thinking and Collaborative Spirit:</b> Student collaborates effectively with others and respectfully critiques varied perspectives.</p>	<p><b>Interdependent Thinking and Collaborative Spirit:</b> Student develops and applies interpersonal skills through listening, speaking, writing, and reading in order to respect diversity and seek an understanding of varied perspectives. Student works collaboratively to achieve goals, solve problems, and foster innovation.</p>
<p><b>Intellectual Integrity and Curiosity:</b> Student researches by appropriately collecting, assimilating and synthesizing data and information, cites relevant sources, and verifies with evidence. Student investigates mathematical situations in order to develop and test conjectures.</p>	<p><b>Intellectual Integrity and Curiosity:</b> Student demonstrates intellectual integrity in the ethical selection and application of resources. Student discerningly assimilates, synthesizes, and verifies research while citing relevant sources and evaluating evidence.</p>
<p><b>Logical Reasoning:</b> Student analyzes and evaluates evidence in a comprehensive and discerning manner and forms conclusions based on evidence using logic and reason.</p>	<p><b>Logical Reasoning:</b> Student appropriately employs a variety of strategies to discern the meaning of increasingly complex texts and other modes of communication in order to form logical, evidence-based conclusions.</p>
<p><b>Self-Reliance and Autonomy:</b> Student demonstrates qualities of an innovative, creative and independent learner and contributor to society, including goal setting, self-monitoring and regulation, constructive interactions with others, time management, and tenacity.</p>	<p><b>Self-Reliance and Autonomy:</b> Student demonstrates qualities of an independent, reflective learner and contributor to varied societies through self-reliance, self-improvement, constructive interactions with others and perseverance of life-long learning.</p>
<p><b>Effective Communication:</b> Student communicates fluently with precision in a variety of written and oral modes based on audience, task, purpose, and discipline including appropriate technologies.</p>	<p><b>Effective Communication:</b> Student fluently and appropriately uses various modes of communication for authentic purposes based on audience, task, and discipline.</p>

## ELA standards writing panel

Name	District	Position	Grade Band
Lou Jacobs	Spartanburg 7	Literacy Coach/Instructional Coach	K-2
Kimberly McAbee	Spartanburg 4	District Curriculum Specialist	K-2
Kim Camp	Cherokee	Building Level Administrator	K-2
Brenda Bowling	Oconee	Literacy Coach	K-2
Tracey Dumas Clark	Anderson 5	Instructional Facilitator	3-5
Cynthia Magrath	Horry	Literacy Coach/Instructional Coach	3-5
Kelly Childers	Anderson 3	Classroom Teacher/Literacy Coach	3-5
Neely Kelly	Fairfield	District Level Administrator	3-5
Paula Miller	Lexington 1	Literacy Coach	6-8
Angela McClary-Rush	Williamsburg	District Level Administrator	6-8
Barbara Goggans	Georgetown	Instructional Coach	6-8
Pat Ogletree	Lexington 2	District Level Administrator	6-8
Vicki Brockman		Retired Educator	6-8
Ebony Summers-Fogel	Dorchester 2	District Level Administrator	High School
Emily Kimpton	Sumter	District Level Administrator	High School
Nathan Croston	Anderson 1	Classroom Teacher, Department Chair	High School
Catherine Moore	Anderson 2	Classroom Teacher	High School
Daniel Ennis	Coastal Carolina – English Dept.	Higher Education	High School
Rachel Traynham	Laurens 55	ESOL	All

## Mathematics Standards Writing Panel

Name	District	Position	Grade Band
Christie Reid	York 2	District Level Administrator	K-5
Dale Smith	Newberry	Instructional Coach	K-5
Karen Owens	York 3	Instructional Coach	K-5
Melanie Hollis	Lancaster	Teacher	K-5
Mary Elizabeth Lloyd	College of Charleston - Dept of Teacher Education	Higher Education	K-5
Susan Wood	Greenville	Teacher	6-8
Cindy Doolittle	Spartanburg 6	District Level Administrator	6-8
Kathryn Pedings-Behling	Darlington	District Level Administrator	6-8
Gabrielle Wriborg	SC School Deaf Blind	Teacher	6-8
Rita Bixler	Retired	Teacher	High School
Janice Ward	Pickens	District Level Administrator	High School
Jennifer Thorsten	Berkeley	District Level Administrator	High School
Matthew Owens	Richland 2	District Level Administrator	High School
Christopher Duncan	Lander University – Dept. Math	Higher Education	High School
James Solazzo	Coastal Carolina Univ.- Dept Math	Higher Education	High School
J. Roberto Gonzalez	Beaufort	English Language Learners	K-12