



A Unique Moment in Time: Common Core State Standards and Aligned Common Assessments

What Do They Mean For State Legislative Leaders?

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Driving Advances in K-12 Assessment

The Goals of this Presentation

- ◆ To provide you with information about the **major challenges and opportunities** for your state in **implementing** the Common Core State Standards (CCSS) and in **transitioning** to the new aligned Common Assessments; and
- ◆ To assist you in **evaluating the implications** of these reforms for your state.

Game Changer #1: Common Core State Standards Initiative

In 2009, NGA and CCSSO launched the **Common Core State Standards Initiative** to, “provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them.”

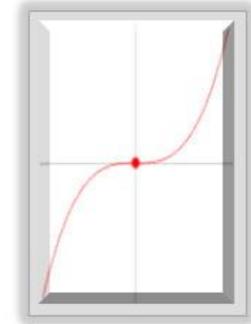
- ◆ 48 states joined the initiative in 2009-10 to **develop** common standards; and
- ◆ 46 states and District of Columbia have **adopted** the CCSS, as of November 4, 2011:
 - ▶ These states voluntarily agree to adopt the complete Common Core State Standards in English Language Arts and Mathematics; and
 - ▶ They may augment these with state-specific standards, as long as the CCSS standards make up at least 85 percent of the total.

States' Rationale for the Common Core Standards Initiative

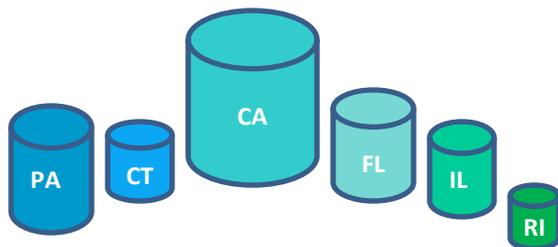
- ◆ Disparate standards across states;
- ◆ Student mobility;
- ◆ Changes in skills required for current and emerging jobs; and
- ◆ Increasing global competition.

The Uniqueness of This Moment: Inflection Point

- ◆ Thomas Friedman in “The World is Flat” points out the importance of “inflection points” in history, such as the invention of the printing press.



- ◆ The **Common Core State Standards** (CCSS) may become an “inflection point” for American public education - establishing a common foundation for building excellence and equity for all students.



State silos of cost, effort, expertise



Shared platform for collaboration, cost and effort efficiencies, sharing of best practices

“New” Competencies Measured in CCSS for ELA and Mathematics

“Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.”

(ELA Anchor Standard, Writing)

“New” Competencies Measured in CCSS for ELA and Mathematics

“Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.”

(ELA Standard, Science and Technical Subjects)

“New” Competencies Measured in CCSS for ELA and Mathematics

“When making mathematical models, [proficient students] know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. ...They are able to use technological tools to explore and deepen their understanding of concepts.”

(Standards for Mathematical Practice)

Standards: “Necessary But Not Sufficient”

Common standards are necessary, but not sufficient, for preparing all students for high school graduation with skills necessary for college and the workforce. In addition, the states called for:

- ◆ **Tools and resources** for teachers to use in improving classroom practice;
- ◆ **Instructional materials** aligned to the standards;
- ◆ **Assessments** to measure student progress; and
- ◆ Federal, state, and school district **policies** to ensure alignment.

State-Controlled Curriculum

- ◆ CCSSI does not call for or support a “national curriculum;” and
- ◆ Oversight of curricular matters continues to be the prerogative of the individual state.

Game Changer #2: State Assessment Consortia Initiative

A Consortium of 15 or more states agree to develop online, next-generation assessment systems by 2014-15 that:

- ◆ Assess **shared standards** in mathematics and English language arts (ELA) for college- and career-readiness;
- ◆ Measure **individual growth** as well as proficiency;
- ◆ Measure the extent to which each student is on track, at each grade level tested, toward **college- or career-readiness** by the time of high school completion and;
- ◆ Provide **information that is useful** in informing:
 - ▶ Teaching, learning, and program improvement;
 - ▶ Determinations of school effectiveness;
 - ▶ Determinations of principal and teacher effectiveness for use in evaluations and the provision of support to teachers and principals; and
 - ▶ Determinations of individual student college and career readiness, such as determinations made for high school exit decisions, college course placement to credit-bearing classes, or college entrance.

Two State-Led, State-Governed Assessment Consortia

Two Comprehensive Assessment System Proposals were funded to design, develop and pilot test the next-generation assessment systems:

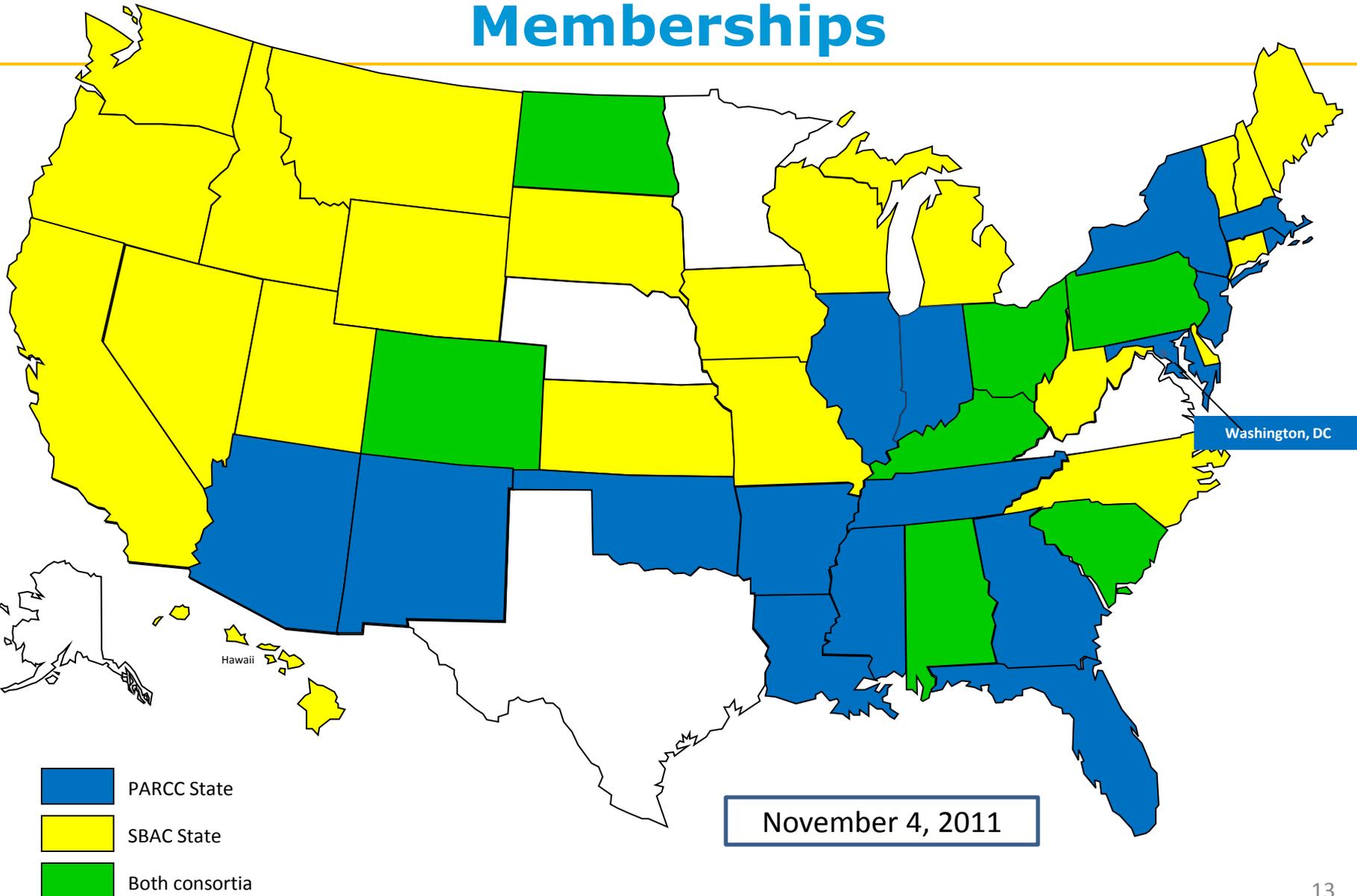
Partnership for Assessment of Readiness for College and Careers (PARCC)

- ▶ 23 states & DC (with 16 Governing states & DC)
- ▶ about 25 million students in K-12
- ▶ \$186 million funding

SMARTER Balanced Assessment Consortium (SBAC)

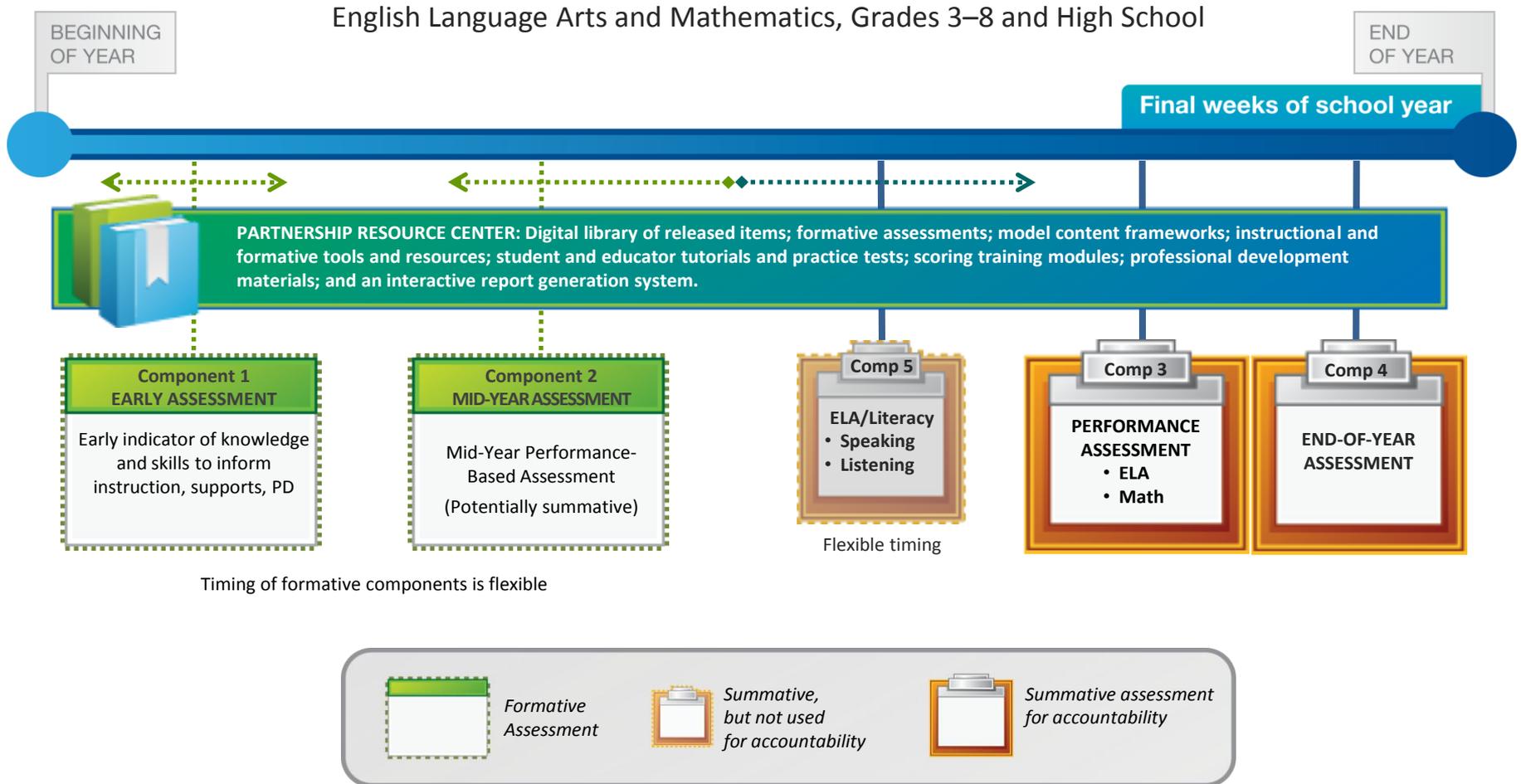
- ▶ 29 states (with 22 Governing states)
- ▶ about 23 million students in K-12
- ▶ \$176 million funding

Assessment Consortia Memberships

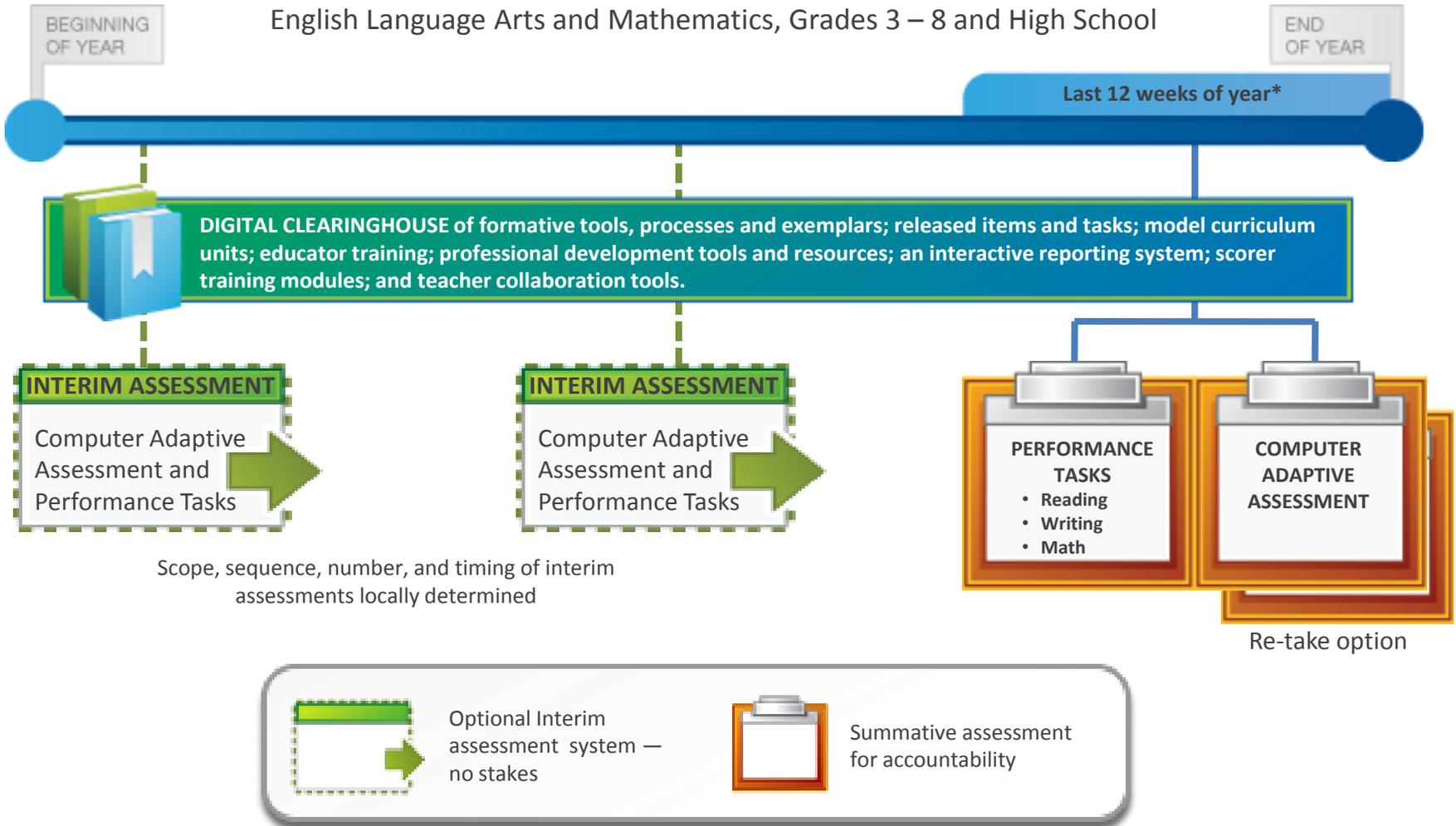


The PARCC Assessment System

(July 2011 revision, pending USED approval)



The SBAC Assessment System



* Time windows may be adjusted based on results from the research agenda and final implementation decisions.

Summary: Implementation Challenges and Opportunities

Stages of the RTTT Reforms	Standards	Curriculum/ Instruction	Professional Development	Assessment
1. Preparation:				
• 2010-11				
• 2011-12	X	X	X	Y
• 2012-13	X	X	X	Y
• 2013-14	X	X	X	Y
2. Administration:				
• 2014-15 (Spring 2015)				Z
• 2015-16 (Spring 2016)				
3. Reporting of Results:				
• Post-Spring 2015 (Fall 2015)				Z
• 2015-16 (Spring 2016)				

X – Transition to the Common Core State Standards and related curriculum/instruction and professional development activities

Y – Transition to the aligned Common Assessments and related data systems activities

Z – First administration of the Common Assessments (Spring 2015) and reporting of the results (Fall 2015)

Questions for the States

- ◆ Are your districts prepared for using **online computer testing** as part of your **state** testing program?
- ◆ Are your districts prepared for administering **performance tasks** as part of your **state** testing program?
- ◆ Are your districts prepared for transitioning to the **Consortia formative or interim tests** in their **local** testing programs?
- ◆ Is your state planning to use these Consortia assessments for **teacher evaluation purposes**?

Obligations for States in an Assessment Consortium

- ◆ Beginning in 2014-15 school year, member states **commit to implement the common assessments** for grades 3-8 and high school in ELA and mathematics as part of federal NCLB/ESEA requirements;
- ◆ Federal RTTT funds pay for **design, development and pilot testing** of the new Consortia tests, but states will pick up costs for **administering and reporting** these tests beginning in school year 2014-15; and
- ◆ States must provide **technology infrastructure** to support the online assessment and reporting systems.

Benefits for States in an Assessment Consortium

- ◆ Realizing **economies of scale** in developing assessments, reporting systems, instructional resources and professional development resources;
- ◆ Identifying and sharing **successful strategies** for accelerating student learning; and
- ◆ Providing **comprehensive picture of student performance** against consistent, internationally benchmarked standards for college and career readiness and in comparison to other states.

Flexibility for States in an Assessment Consortium

- ◆ States retain the **right to augment** the common test with items that assess state-specific standards, up to 15% of total;
- ◆ States may administer **assessments on other subjects** in addition to the common assessments in ELA and mathematics;
- ◆ The **uses of assessment data** within each state is determined by the state; and
- ◆ States may establish and report against their own **requirements for graduation**.

Governance

- ◆ A governance structure is being developed by each Consortia to ensure they remain a **state-led, state-controlled effort**;
- ◆ Consortia are **independent bodies** governed by boards composed of representatives of member states; and
- ◆ The **development work and products** of the Consortia are to be made **available to all states**, even those not in the Consortia, because these resources were developed with federal funding.

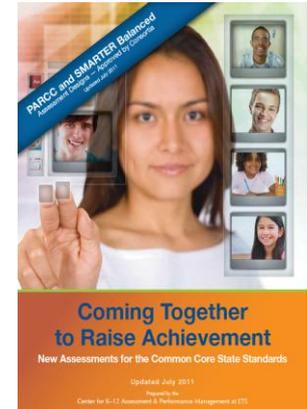
In Conclusion

- ◆ Many states share **the overriding goals** of the Consortia:
 - ▶ enhancing the measurement of student progress;
 - ▶ basing teaching and assessment on college-readiness standards; and
 - ▶ using the assessments to enhance and to measure teacher effectiveness;
- ◆ States must weigh what they will **gain** in membership against what they will **give up**; and
- ◆ States must **get ready for full administration** of the assessments by the 2014-15 school year, with necessary technology infrastructure to be put in place.



GUIDE TO THE ASSESSMENT CONSORTIA:

*Coming Together to Raise Achievement:
New Assessments for the
Common Core State Standards*



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