

Common Core State Standards and Partnership for Assessment of Readiness for College and Careers (PARCC) Overview

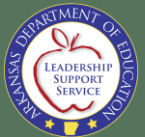
Dr. Tom Kimbrell, Commissioner of Education

AAEA Fall Conference
October 29, 2010



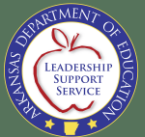
Main Principles of Common Core State Standards (CCSS)

- English Language Arts (ELA) and Mathematics
- Designed to prepare students for college and career readiness



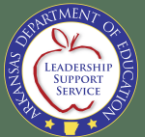
Main Principles of Common Core State Standards (CCSS)

- Research-based and internationally benchmarked
- Content at each grade level based on learning progressions



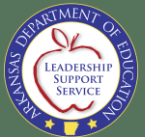
Common Core News

- Adopted by State Board of Education on July 12, 2010
- Statewide ELA and Mathematics committees



Common Core News

- Analysis between the CCSS and current Arkansas Curriculum Frameworks
- Professional development recommendations will be generated



Grade Level Summary Data Sheet (by Common Core ELA standards)						
Common Core grade level	Total # of CC standards at grade level	% of CC matched	# of 3 ratings	# of 2 ratings	# of 1 ratings	# of non-matched standards
			EXCELLENT	GOOD	WEAK	
K-12	1019	96%	608	258	95	40
K	72	94%	45	18	5	4
1	81	90%	58	9	6	8
2	71	97%	36	22	8	2
3	90	94%	43	25	16	5
4	87	99%	79	7	0	1
5	85	100%	46	28	11	0
6-8	273	99%	192	71	5	2
9-10	115	90%	31	36	31	10
11-12	113	95%	55	37	12	5

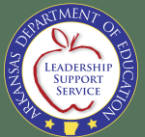
Grade Level Summary Data Sheet (by Common Core Math standards)						
Common Core grade level	Total # of CC standards at grade level	% of CC matched	# of 3 ratings	# of 2 ratings	# of 1 ratings	# of non-matched standards
			EXCELLENT	GOOD	WEAK	
K-12	495	95%	185	210	73	16
K	25	96%	10	14	0	1
1	21	100%	2	15	4	0
2	26	92%	6	13	5	2
3	35	94%	11	16	6	2
4	35	100%	5	22	7	0
5	36	97%	10	13	12	1
6	43	100%	31	12	0	0
7	43	100%	29	12	1	0
8	33	100%	21	9	2	0
9-12	190	95%	60	83	36	10

Standard	Standard #	Standard	Grade	Match	Matched Standard	Standard	Standard #	Diff	Degree of Match	Notes
RP	3a	CC.6.RP.3a Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	6	8	AR.8.A.7.1 (A.7.8.1) Analyze Change: Use, with and without technology, graphs of real life situations to describe the relationships and analyze change including graphs of change (cost per minute) and graphs of accumulation (total cost)	A	7.1	-2	3 = Excellent match between the two documents	matched as 3 collectively, 2 by themselves
RP	3d	CC.6.RP.3d Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	6	8	AR.8.M.12.2 (M.12.8.2) Attributes and Tools: Describe and apply equivalent measures using a variety of units within the same system of measurement	M	12.2	-2		matched as 3 collectively, 2 by themselves
NS	1	CC.6.NS.1 Apply and extend previous understandings of multiplication and division to divide fractions by fractions. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$ -cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?	6	8	AR.8.NO.2.5 (NO.2.8.5) Understand Operations: Model and develop addition, subtraction, multiplication and division of rational numbers	NO	2.5	-2		3 collectively, 2 by themselves

Strand	Standard #	Standard	Grade	Match	Matched Standard	Strand	Standard #	Diff
NS	7c	CC.6.NS.7c Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write $ -30 = 30$ to describe the size of the debt in dollars.	6	9-12	AR.9-12.SEI.AI.2.4 (SEI.2.AI.4) Solve and graph simple absolute value equations and inequalities	SEI.AI	2.4	-3 to -6
NS	7c	CC.6.NS.7c Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write $ -30 = 30$ to describe the size of the debt in dollars.	6	9-12	AR.9-12.SEI.AI.2.4 (SEI.2.AI.4) Solve and graph simple absolute value equations and inequalities	SEI.AI	2.4	-3 to -6
NS	7d	CC.6.NS.7d Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.	6	9-12	AR.9-12.SEI.AI.2.4 (SEI.2.AI.4) Solve and graph simple absolute value equations and inequalities	SEI.AI	2.4	-3 to -6

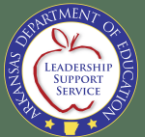
What happens after states adopt Common Core Standards?

- For systemic change to occur:
 - Educators must be given resources, tools, and time to adjust classroom practice
 - Instructional materials developed that align to the standards



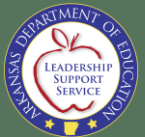
What happens after states adopt Common Core Standards?

- For systemic change to occur:
 - Assessments developed to measure student progress
 - Federal, state, and district policies re-examined to ensure support and alignment of the common core
- * Delaware Department of Education



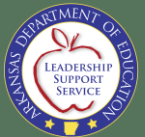
Common Assessment Consortium

- The Partnership for Assessment of Readiness for College and Careers (PARCC)
- Facilitated by Achieve
- Awarded \$170M in Race to the Top Comprehensive Assessment Systems Grant funds



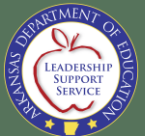
Common Assessment Consortium

- PARCC includes 26 states
- Educating more than 31 million public K-12 students
- PARCC shared goal:
 - building collective capacity to dramatically increase the rates at which students graduate from high school prepared for success in college and the workplace



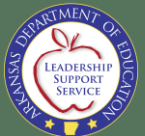
PARCC States

- Alabama
- Arizona
- Arkansas
- California
- Colorado
- District of Columbia
- Delaware
- Florida
- Georgia
- Illinois
- Indiana
- Kentucky
- Louisiana
- Maryland
- Massachusetts
- Mississippi
- New Hampshire
- New Jersey
- New York
- North Dakota
- Ohio
- Oklahoma
- Pennsylvania
- Rhode Island
- South Carolina
- Tennessee



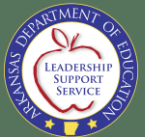
How PARCC will accomplish goal

- College and career readiness as an anchor
 - High school assessments in math and literacy become anchor assessments
 - Assessments in earlier grades measure whether students are on-track
 - Data from earlier grades help identify why students are not on track



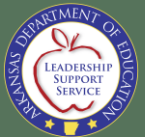
How PARCC will accomplish goal

- Measure rigorous content and students' ability to apply that content
 - Assessments include **challenging performance tasks** and **innovative computer-enhanced items**
 - Students produce **complex demonstrations of learning**
 - Assessments measure **full range of knowledge and skills**
 - Assessments send strong, clear **signal** to **educators** about **kinds of instruction** and **types of performances needed for students** to demonstrate **college and career readiness**



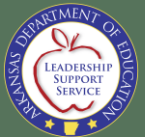
How PARCC will accomplish goal

- Measure learning and provide information throughout the school year
 - **through-course assessments** link instruction periodically throughout the school
 - Grade 3 through H.S. in both ELA and Math,
 - focused assessments at approximately **25%** and **50%** of instructional time
 - engaging performance based task when approximately **75% of instructional time** has occurred



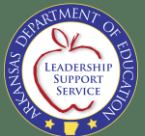
How PARCC will accomplish goal

- Leverage technology for innovation, cost efficiency and speed
 - **Computer-enhanced assessment** after approximately **90% of instruction** in both ELA/Literacy and Mathematics
 - End-of-year assessments leverage technology **incorporating computer scoreable items** that assess **higher order thinking** skills

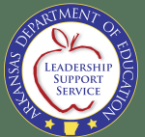


How PARCC will accomplish goal

- Leverage technology for innovation, cost efficiency and speed
 - Partnership plans to use **all four required components** to calculate weighted annual **combined scores**
 - Combined results reported back quickly enough to include information about progress toward college and career readiness on **every student's report card**

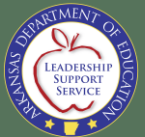


Roles and Responsibilities in PARCC



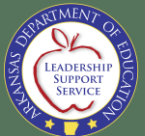
Intended Outcomes of PARCC Assessments

- Reporting achievement results based on a clear definition of college and career readiness to improve outcomes for students
 - An assessment system founded on CCR benchmarks provides the **opportunity to identify and remediate skill deficiencies** by the end of grade 11 and before students enter post-secondary classrooms and the workforce
 - PARCC assessments will promote **coherence and alignment between the expectations of the K–12 and higher education** systems



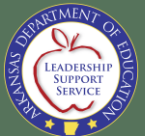
Intended Outcomes of PARCC Assessments

- The common assessment system to help make accountability policies better drivers of improvement
 - PARCC will **incorporate assessment results into school accountability determinations and educator evaluations**, with the purpose of focusing teachers, school leaders, schools and students on the goal of readiness



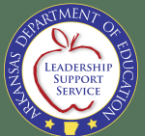
Intended Outcomes of PARCC Assessments

- An assessment system that provides classroom teachers as much for them as it asks from them
 - **integrated element in a larger system** of standards; curriculum; and ongoing collaborative, professional work
 - Provide teachers with a **clearer picture** of what students should know and be able to do to demonstrate that they are ready or **on track to readiness**
 - Signal what good instruction should look like through rich and rigorous **through-course performance tasks that model the kinds of activities and assignments** that teachers should incorporate into their classrooms throughout the year



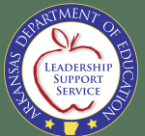
Intended Outcomes of PARCC Assessments

- **Provide data more rapidly** on students' academic strengths and weaknesses with a quick turnaround
- Help teachers **identify gaps** in students' knowledge in time to **adjust plans for instruction** during the next quarter, provide extra support to students who are struggling, or provide academic stretch to those students meeting or exceeding readiness targets



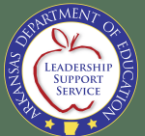
Intended Outcomes of PARCC Assessments

- A common assessment system to help education leaders and policymakers make the case for improvement and for sustaining education reforms
 - Allow parents, students, policymakers and the public to **compare students' performance against students in all 26 Partnership states**— and against a widely shared benchmark of postsecondary readiness
 - PARCC assessments will produce **internationally benchmarked results**, allowing student performance to be compared with the performance of students in high-performing countries



Partnership Resource Center

- Online digital resource containing instructional supports to be developed
 - Model Curriculum Frameworks to plan instruction and gain a deep understanding of the CCSS
 - Released items and tasks
 - Text complexity diagnostic tool: a computer-adaptive tool to identify students proximate zone of development and supply suggestions for reading level and appropriate texts
 - Optional developmentally appropriate measures for grades K-2: including observations, checklists, running records, on-demand performance events
 - Individual state developed formative assessment tools shared across PARCC



Key Policies and Procedures Timeline

Key Policy	Initiate	Adopt
Procedures for the administration of the Governing Board's duties	10/01/10	By Dec 2010
A common set of performance level descriptors	Completed Fall 2013	Summer 2014
A common set of college and career readiness (CCR) content standards	Already Begun	By Dec 2011
A common set of achievement standards	Summer 2011	Summer 2015
Common assessment administration procedures	Fall 2010	February 2011
A common set of item release policies	Fall 2010	February 2011
A common test security policy	Fall 2010	February 2011

Key Policies and Procedures Timeline

Key Policy	Initiate	Adopt
A common definition of English learner	Fall 2010	February 2011
A common set of policies and procedures for providing assessment accommodations for English learners	Fall 2010	February 2011
A common set of policies and procedures for providing assessment accommodations for students with disabilities	Fall 2010	February 2011
A common set of policies and procedures for participation of English learners in the assessment system	Fall 2010	February 2011
A common set of policies and procedures for participation of students with disabilities in the assessment system	Fall 2010	February 2011

Specific Information about PARCC

For more information about PARCC or to review the entire proposal, please use the following link to access the proposal on the Florida Department of Education Web site:

<http://www.fldoe.org/parcc/pdf/apprtcasc.pdf>

or

Visit the Achieve Web site at <http://www.achieve.org>.

