

***The Common Core State
Standards Initiative:***

**Looking Ahead at Assessments and
Accountability in Arkansas**

November 9, 2010

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

Leading the Initiative for the Arkansas Department of Education
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Main Principles of Common Core State Standards

- The Common Core State Standards for English Language Arts and Mathematics are designed to prepare students for college and career readiness.
- The Standards are research-based and internationally benchmarked.
- Content at each grade level is based on learning progressions.



Common Core News

- The State Board of Education adopted the Common Core State Standards (CCSS) on July 12, 2010.
- Statewide ELA and Mathematics committees are currently working on an analysis between the CCSS and Arkansas Curriculum Frameworks.
- Professional development recommendations will be generated as one of the products of the committee work.



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 EXCELLENT	# of 2 ratings GOOD	# of 1 ratings WEAK	# of non-matched standards
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 EXCELLENT	# of 2 ratings GOOD	# of 1 ratings WEAK	# of non-matched standards
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	Grade	Match	Matched Standard	Strand	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

Strand	Standard #	Standard	Grade	Match	Matched Standard	Strand	Standard #	Diff
SP	6	CC.7.SP.6 Investigate chance processes and develop, use, and evaluate probability models. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.	7	9-12	AR.9-12.DIP.AI.5.8 (DIP.5.AI.8) Compute simple probability with and without replacement	DIP.A I	5.8	-2 to -5
SP	6	CC.7.SP.6 Investigate chance processes and develop, use, and evaluate probability models. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.	7	9-12	AR.9-12.DIP.AI.5.10 (DIP.5.AI.10) Communicate real world problems graphically, algebraically, numerically and verbally	DIP.A I	5.10	-2 to -5

Strand	Standard #	Standard	Grade	Match	Matched Standard	Strand	Standard #	Diff
NS	2	CC.8.NS.2 Know that there are numbers that are not rational, and approximate them by rational numbers. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$ (square root of 2), show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.	8	9-12	AR.9-12.LA.AI.1.1 (LA.1.AI.1) Evaluate algebraic expressions, including radicals, by applying the order of operations	LA.AI	1.1	-1 to -4
EE	1	CC.8.EE.1 Work with radicals and integer exponents. Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^4(-5) = 3^4(-3) = 1/(3^4) = 1/27$.	8	9-12	AR.9-12.LA.AI.1.3 (LA.1.AI.3) Apply the laws of (integral) exponents and roots.	LA.AI	1.3	-1 to -4
EE	2	CC.8.EE.2 Work with radicals and integer exponents. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.	8	9-12	AR.9-12.LA.AI.1.3 (LA.1.AI.3) Apply the laws of (integral) exponents and roots.	LA.AI	1.3	-1 to -4

What happens after states adopt Common Core Standards?

- The Common Core state standards are the first step in transforming our education system. For systemic change to occur:
 - Educators must be given resources, tools, and time to adjust classroom practice.
 - Instructional materials need to be developed that align to the standards.
 - Assessments will be developed to measure student progress.
 - Federal, state, and district policies will need to be re-examined to ensure they support alignment of the common core -- throughout the system -- with student achievement.

* Delaware Department of Education



Common Assessment Consortium

- The Partnership for Assessment of Readiness for College and Careers (PARCC) Assessment Consortium facilitated by Achieve to which Arkansas belongs has been awarded \$170M in Race to the Top Comprehensive Assessment Systems Grant funds.
- PARCC includes 26 states that educate more than 31 million public K-12 students in the U.S.
- States in PARCC share one fundamental 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

- Use college and career readiness as an anchor
 - High school assessments in math and literacy will be used as anchor assessments
 - Assessments in earlier grades will measure whether students are on-track to achieve readiness by graduation
 - Data from assessments in earlier grades will help identify why students are not on track to college and career readiness if that is the case



How PARCC will accomplish goal

- Measure rigorous content and students' ability to apply that content
 - Assessments will include **challenging performance tasks** and **innovative computer-enhanced items**
 - Students produce **complex demonstrations of learning**
 - Assessments measure the **full range of knowledge and skills** necessary to succeed in college and 21st century careers
 - 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
 - Assessments link to instruction periodically throughout the school year by administering high-quality **through-course assessments** that reflect the best kind of classroom instruction and student work that can contribute to decisions about student, educator, school and state performance against the Common Core State Standards (CCSS)
 - In grade three through high school in both ELA and Math, there will be focused assessments when approximately **25%** and **50%** of instructional time has occurred and 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
 - A streamlined **computer-enhanced assessment** will be administered after approximately **90% of instruction** is completed in both ELA/Literacy and Mathematics
 - The end-of-year assessments will leverage advances in technology to **incorporate computer scoreable items** that assess **higher order thinking** skills better than most selected response items
 - The Partnership plans to use results from **all four required components** in each subject to calculate weighted annual **combined scores**
 - Combined results will be 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



ROLE	Description of Rights and Responsibilities
<p data-bbox="328 359 480 428"><u>Governing State</u></p> <p data-bbox="328 474 422 499">Arizona</p> <p data-bbox="328 510 367 535">DC</p> <p data-bbox="328 546 415 571">Florida</p> <p data-bbox="328 581 412 606">Illinois</p> <p data-bbox="328 617 418 642">Indiana</p> <p data-bbox="328 653 448 678">Louisiana</p> <p data-bbox="328 688 441 714">Maryland</p> <p data-bbox="328 724 506 749">Massachusetts</p> <p data-bbox="328 760 448 785">New York</p> <p data-bbox="328 795 483 821">Rhode Island</p> <p data-bbox="328 831 457 856">Tennessee</p> <p data-bbox="328 867 441 892">Arkansas</p> 	<ul style="list-style-type: none"> <li data-bbox="519 359 1279 449">■ Determine or modify the major policies and operational procedures of the Partnership, including the Partnership's work plan and theory of action <li data-bbox="519 464 1256 489">■ Approve the design of the Partnership's assessment system <li data-bbox="519 499 1279 525">■ Participate in the work of the Partnership's design committees <li data-bbox="519 535 1133 596">■ Participate in pilot and field testing of assessment components and tools <li data-bbox="519 606 1282 697">■ Develop state-specific plans for implementing the assessment system by 2014–15, including removing legal barriers to implementation and securing funding for implementation <li data-bbox="519 707 1224 798">■ Provide direction to the fiscal agent, project management partner, and any other contractors or advisors that the Partnership retains <li data-bbox="519 808 1243 932">■ Approve (or, if necessary, vote on) significant expenditures and disbursements of the Partnership's grant funds made by the fiscal agent, Governing States, or project management partner

ROLE	Description of Rights and Responsibilities
<p data-bbox="328 1226 503 1295"><u>Participating State</u></p> <p data-bbox="328 1337 431 1362">Alabama</p> <p data-bbox="328 1373 438 1398">Arkansas</p> <p data-bbox="328 1409 441 1434">California</p> <p data-bbox="328 1444 438 1470">Colorado</p> <p data-bbox="328 1480 438 1505">Delaware</p> <p data-bbox="328 1516 422 1541">Georgia</p> <p data-bbox="328 1551 438 1577">Kentucky</p> <p data-bbox="328 1587 464 1612">Mississippi</p> <p data-bbox="328 1623 506 1648">New Hampshire</p> <p data-bbox="328 1659 464 1684">New Jersey</p> <p data-bbox="328 1694 438 1719">New York</p> <p data-bbox="328 1730 389 1755">Ohio</p> <p data-bbox="328 1766 448 1791">Oklahoma</p> <p data-bbox="328 1801 480 1827">Pennsylvania</p> <p data-bbox="328 1837 496 1862">South Carolina</p> 	<ul style="list-style-type: none"> <li data-bbox="519 1226 1279 1409">■ Provide staff to serve on design committees, working groups and other task forces established by the Governing Board to conduct the work necessary to design and develop the Partnership's proposed assessment system <li data-bbox="519 1419 1279 1530">■ Provide feedback to the design committees and the Governing Board regarding the design plans of the Partnership <li data-bbox="519 1541 1256 1619">■ Participate in pilot and field testing of assessment components and tools <li data-bbox="519 1629 1279 1740">■ Become a Governing State, if the Participating State meets the eligibility requirements to change its status

ROLE	Description of Rights and Responsibilities
Fiscal Agent Florida	<ul style="list-style-type: none"> ■ Issue RFPs to procure goods and services on behalf of the Partnership or designate other states to do so ■ Assume fiduciary responsibility for the Partnership to manage any grant funds received under the RTTT Comprehensive Assessment System grant program, including those related to administration of the grant ■ Contract with Achieve, Inc., which has been selected as the project management partner ■ Work with Partnership states to identify any current assessment requirements in Title I of the ESEA that would need to be waived in order for Partnership states to fully implement the proposed assessment, and report those requirements to the U.S. Department of Education ■ Have no greater decision-making authority regarding expenditure and disbursement of grant funds than any other Governing State



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
 - Assessments function as an **integrated element in a larger system** of standards; curriculum; and ongoing collaborative, professional work
 - Assessments 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** through assessments that measure the full breadth and depth of the CCSS.
 - Assessments 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

- Assessments **provide data more rapidly** on students' academic strengths and weaknesses with a quick turnaround of assessment results.
- Assessments 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
 - PARCC assessment system will 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>.

