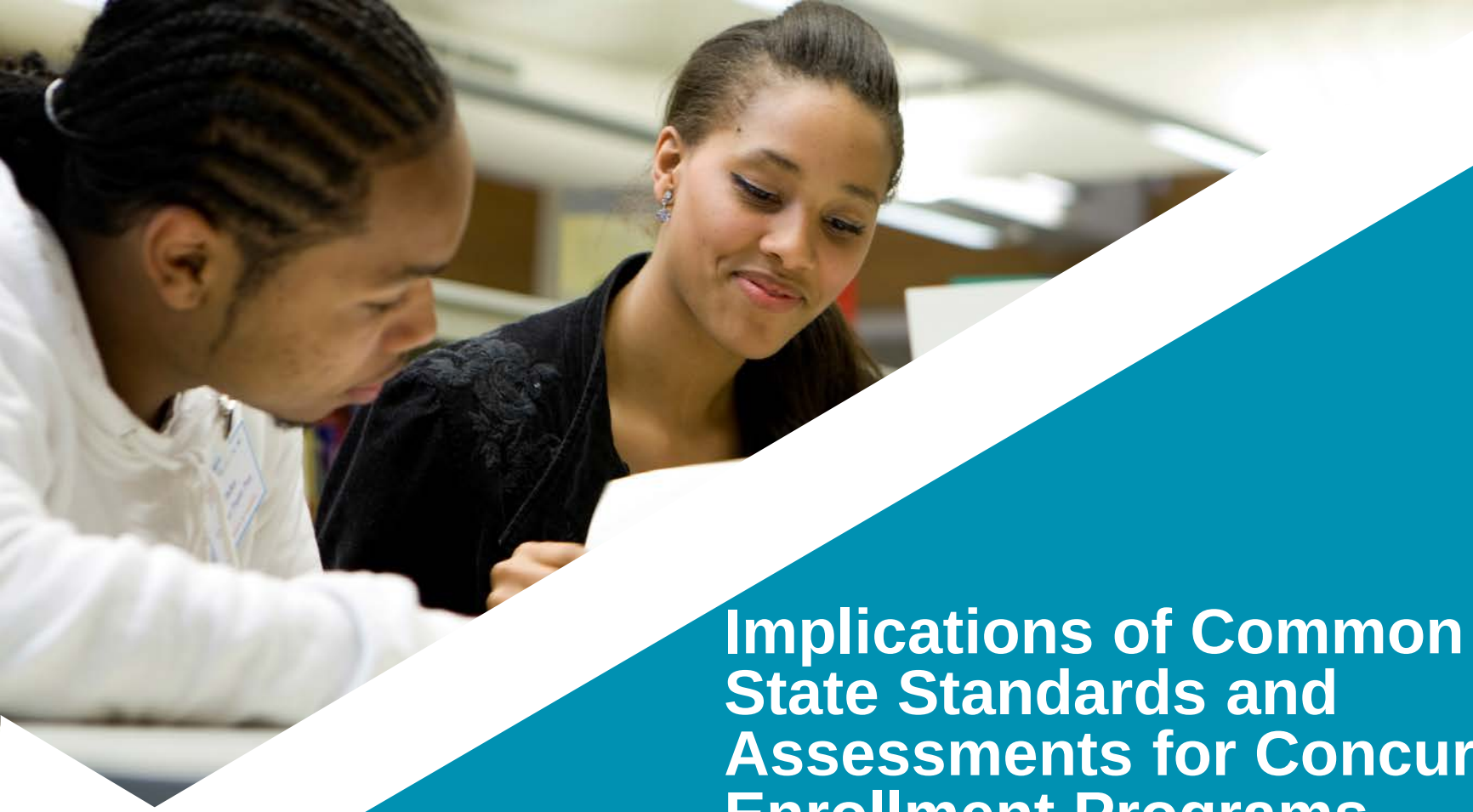

Implications of Common Core State Standards and Assessments for Concurrent Enrollment Programs

NACEP National Conference
Seattle, WA
October 28, 2012

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Achieve

Overview

1. College and Career Readiness
1. The Common Core State Standards
1. Common Assessments
1. Grounding Concurrent Enrollment in the National Conversation

College and Career Readiness

A National Commitment

- There is a **national commitment to improve the educational outcomes** for children in America
  - **Increase** the number of students that are prepared for success in college and careers
  - **Strengthen** the nation's ability to compete in a global economy
- To support these goals, **states are working individually and collectively** to improve academic standards and assessments
- **Collaboration between K-12 and higher education** in this educational reform movement is critical
  - **Help** to determine what students need to know to be prepared academically for college
  - **Assist** each other to align student learning in K-12 with the expectations of higher education
- Concurrent and dual enrollment programs **should be more eager than ever to capitalize on the opportunity to provide increased services** to students that achieve the promise of increased academic standards

The College- & Career-Ready Agenda

- **Align high school standards with the demands of college and careers.**
- **Require students to take a college- and career-ready curriculum to earn a high school diploma.**
- **Build college-and career-ready measures into statewide high school assessment systems.**
- **Develop reporting and accountability systems that promote college and career readiness.**

NACEP & The College- and Career-Ready Agenda

- Support language in Elementary Secondary Education Act (ESEA) to include Concurrent Enrollment programs as a viable form of access to college for all students.
- **Support Concurrent Enrollment programs ensuring that ALL students in good standing have equal access to engage in college classes providing academic rigor for a more meaningful high school experience.**
- Support access to federal appropriations funding for Concurrent Enrollment programs.
- **Support partner institutions in ongoing professional development of high school Concurrent Enrollment instructors in the continuous improvement process.**
- **Support adherence to an accepted set of national standards that ensure quality Concurrent Enrollment programs.**
- Support ongoing, documented research and evaluation of students, faculty, schools, and colleges in Concurrent Enrollment programs to provide continuous program improvement and the most effective state and federal policies.

The Common Core State Standards

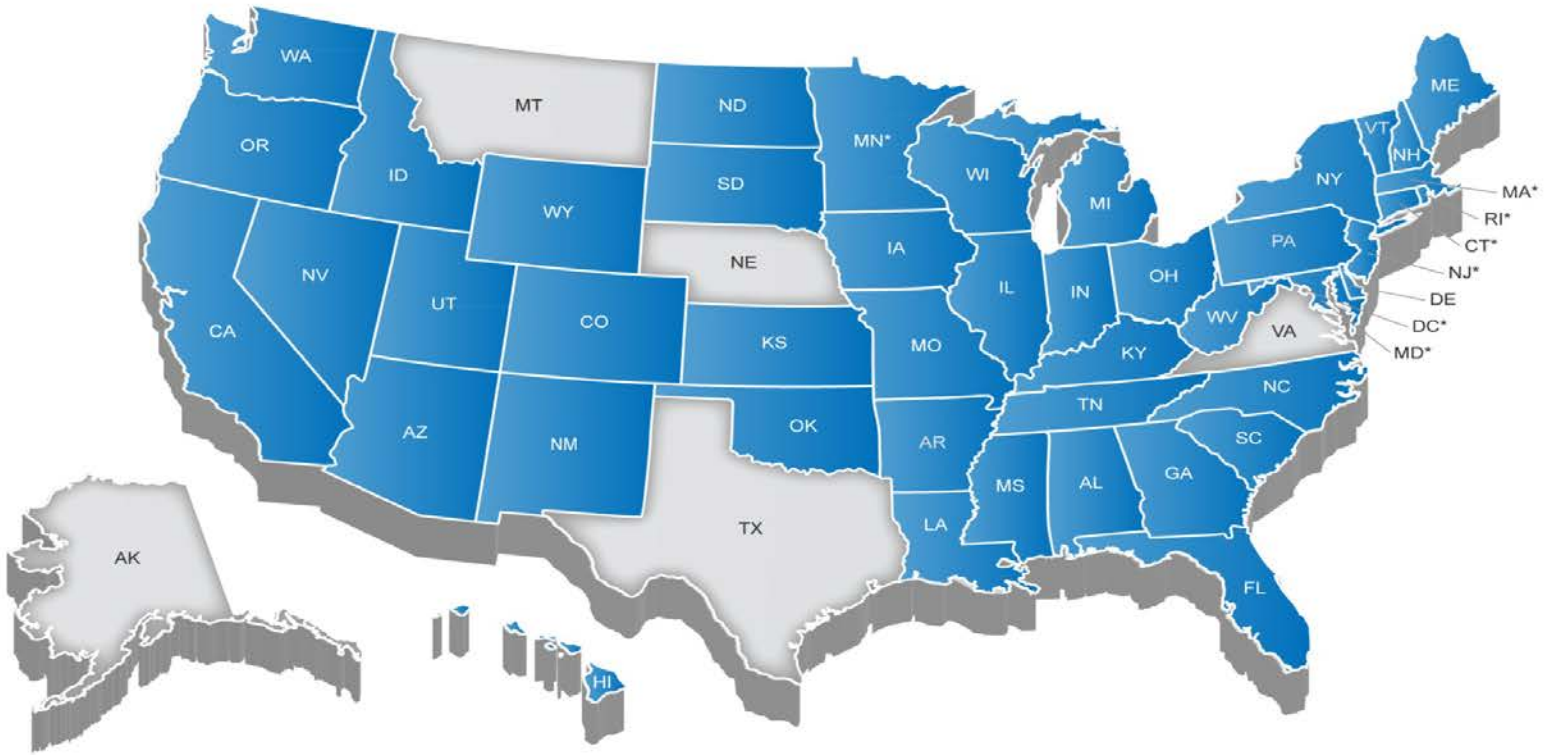
Common Core Initiative Mission

The Common Core State Standards –

- 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.
- Designed to be **robust and relevant to the real world**, reflecting the knowledge and skills that our young people need for success in college and careers.
- With American students fully prepared for the future, our communities will be **best positioned to compete successfully in the global economy**.

Source: The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO)

46 States + DC Have Adopted the Common Core State Standards



***Minnesota adopted the CCSS in ELA/literacy only**

What do students need to know to be successful in college?

Key Advances of the Common Core

ENGLISH LANGUAGE ARTS/LITERACY	MATHEMATICS
Balance of literature and informational texts; focus on text complexity	Focus, coherence and clarity: emphasis on key topics at each grade level and coherent progression across grades
Emphasis on argument, informative/ explanatory writing, and research	Balance between procedural fluency and understanding of concepts and skills
Literacy standards for history, science and technical subjects	Promote rigor through mathematical proficiencies that foster reasoning and understanding across discipline

ANCHORED IN COLLEGE AND CAREER READINESS

Important to Higher Education Faculty

- **Colleges and universities require students—**
  - To **conduct** research and apply that research to solve problems or address a particular issue
  - To **identify** areas for research, narrow those topics and adjust research methodology as necessary, and evaluate and synthesize primary and secondary resources as they develop and defend their own conclusions
- **Standards require students—**
  - To **conduct** short, focused projects and longer term in-depth research
  - To **gather** relevant, credible information from multiple print and digital sources
  - To **know** how to sift through evidence and assess the credibility and accuracy of each source
  - To **present** an account of their research, demonstrating their understanding of or defending a position on the subject under investigation
  - To **produce** clear and coherent writing whatever the selected format
  - To **communicate** research finding (speaking and listening skills)

English Language Arts & Literacy: Key College Ready Competencies

- **The ELA/Literacy standards ensure students have the:**
  - Ability to **read and comprehend a range of complex** texts commonly found in college and careers independently
  - Ability to **draw evidence** from texts and **write effectively** about them
  - Ability to **conduct research** and **apply that research** to solve problems or address a particular issue
  - Ability to **evaluate** and **write arguments** based on substantive claims, sound reasoning, and relevant evidence
  - Ability to **discuss** and **debate findings and evidence** with peers, demonstrating a command of standard English as appropriate

Claims Driving Design: ELA/Literacy

Students are on-track or ready for college and careers

Students read and comprehend a range of sufficiently complex texts independently

Students write effectively when using and/or analyzing sources.

Students build and present knowledge through research and the integration, comparison, and synthesis of ideas.

- **Reading Literature**
- **Reading Informational Text**
- **Vocabulary Interpretation and Use**
- **Written Expression**
- **Conventions and Knowledge of Language**

High School Mathematics: Key College Ready Competencies

- **The high school mathematics standards:**
  - Call on students to practice **applying mathematical ways of thinking** to real world issues and challenges
  - Require students to develop **a depth of understanding and ability to apply mathematics to novel situations**, as college students and employees regularly are called to do
  - Emphasize **mathematical modeling,** the use of mathematics and statistics to analyze empirical situations, understand them better, and improve decisions
  - Identify the mathematics that all students should study in order to be **college and career ready.**

Claims Driving Design: Mathematics

Students are on-track or ready for college and careers

Students **solve problems involving the major content** for their grade level with connections to practices

Students **solve problems involving the additional and supporting content** for their grade level with connections to practices

Students **express mathematical reasoning** by constructing mathematical arguments and critiques

Students solve real world problems engaging particularly in the **modeling practice**

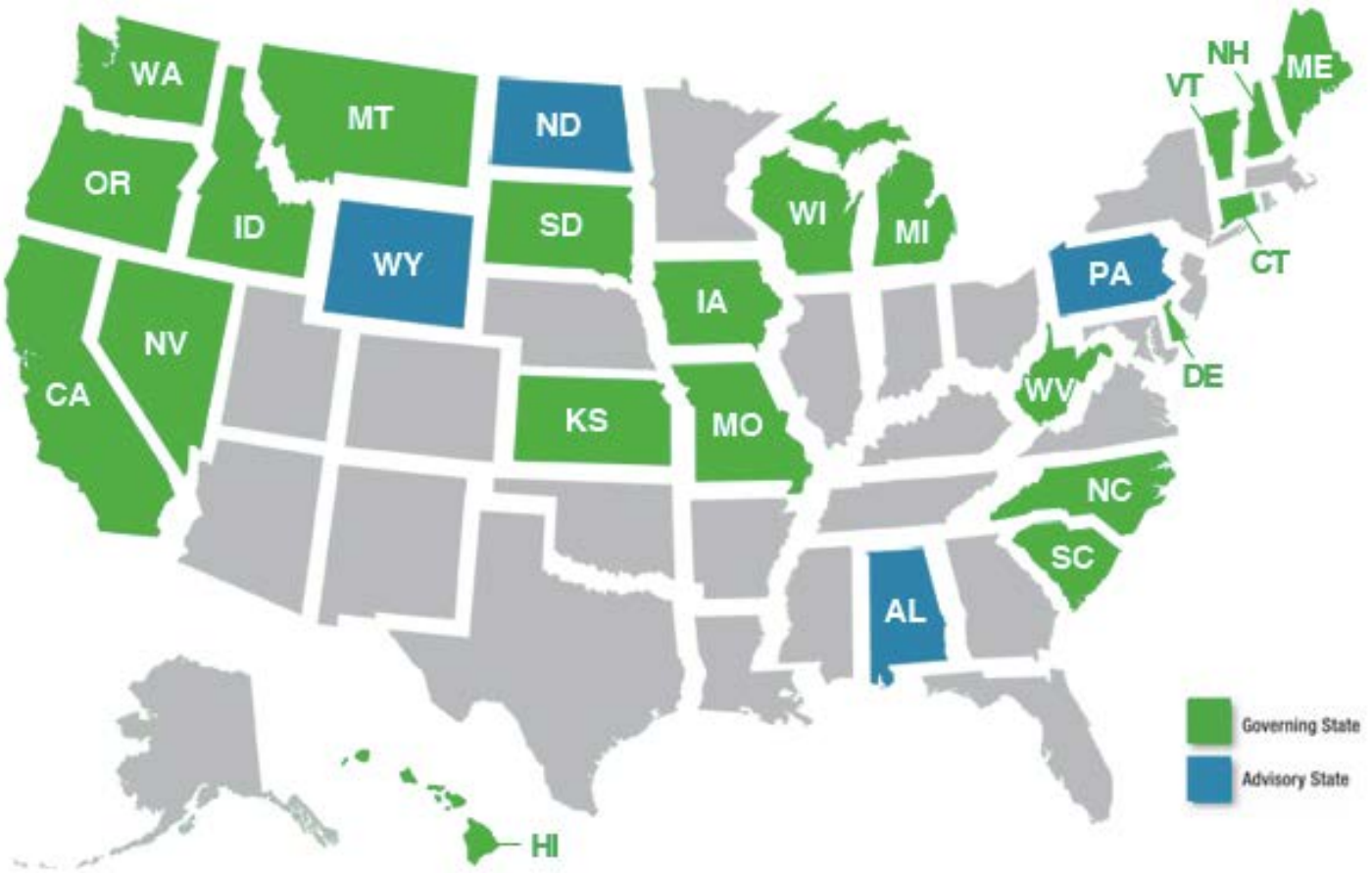
Student **demonstrate fluency** in areas set forth in the Standards for Content in grades 3-6

Common Assessments

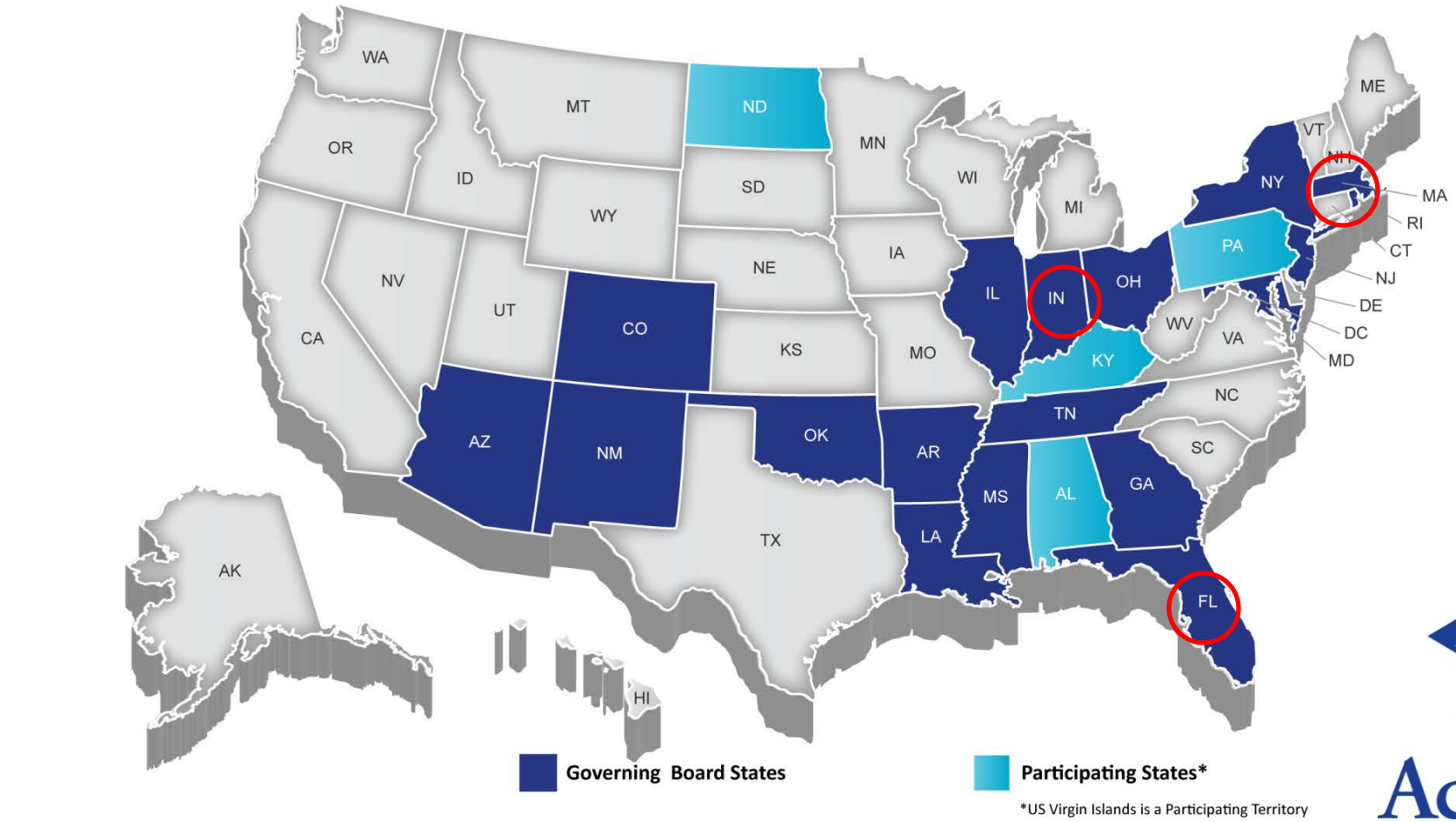
Overview of Common Assessments

- Two consortia awarded Race to the Top Assessment grants—**Partnership for Assessment of Readiness for College and Careers and Smarter Balanced**.
- In total, 44 states and the District of Columbia are participating in one of the assessment consortia.
- Both consortia pledged to development assessments aligned to the Common Core, **resulting in indicators of college readiness to K-12 and postsecondary educators**.

Smarter Balanced Assessment Consortium (SBAC)



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



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PARCC Assessment Priorities

1. **Determine whether students are college- and career-ready or on track**
2. Compare performance across states and internationally
3. Assess the full range of the Common Core Standards, including standards that are difficult to measure
4. **Measure the full range of student performance, including the performance of high and low performing students**
5. **Provide data *during* the academic year to inform instruction, interventions and professional development**
6. Provide data for accountability, including measures of growth
7. Incorporate innovative approaches throughout the system

Building a Pathway to College & Career Readiness for All Students

Timely student achievement data showing students, parents and educators whether ALL students are on-track to college and career readiness

CCRD score to identify who is ready for college-level coursework

Targeted interventions & supports:
- **12th-grade bridge courses**
- **PD for educators**

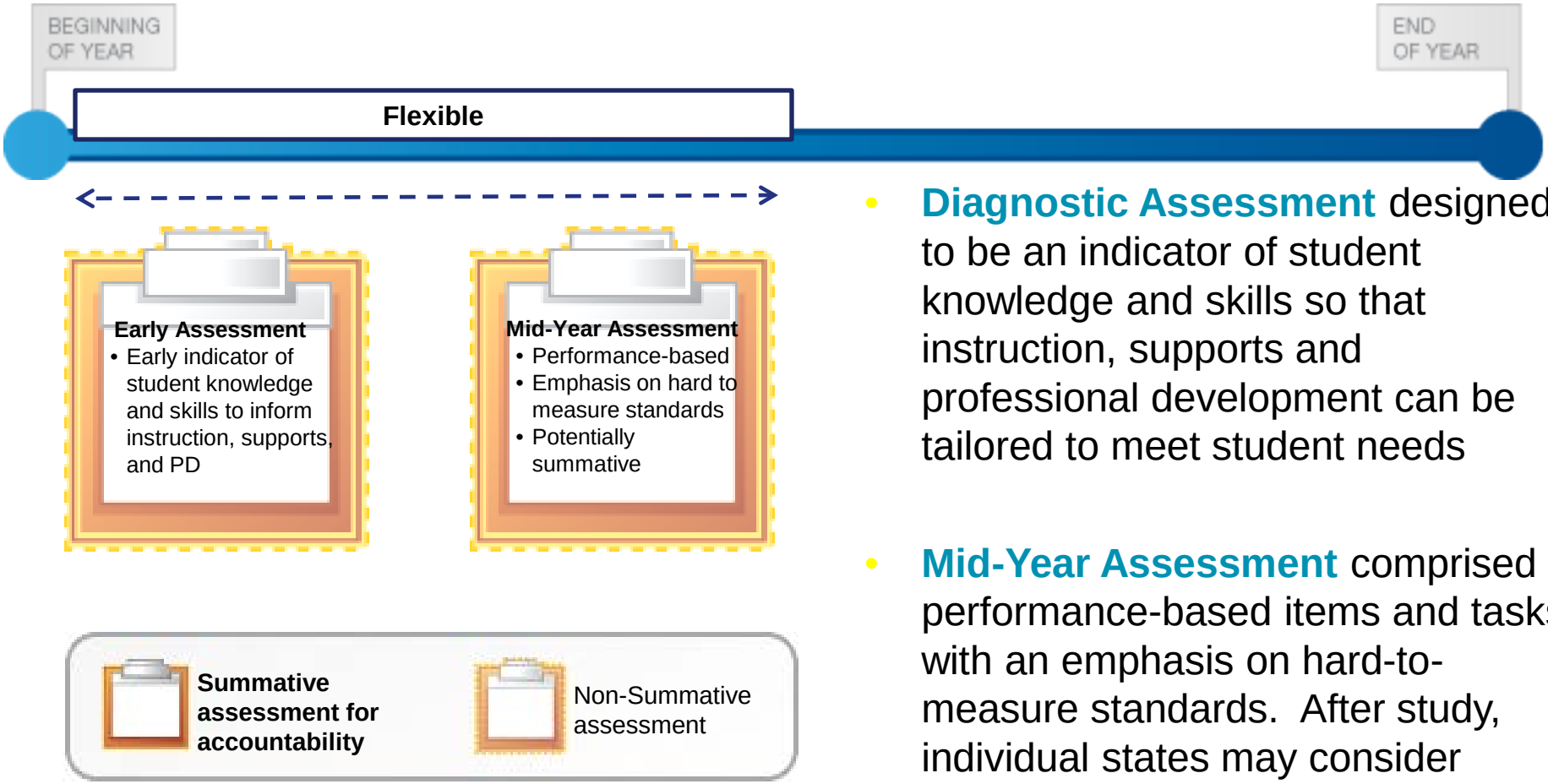
3-8

High School

SUCCESS IN FIRST-YEAR, CREDIT-BEARING, POSTSECONDARY COURSEWORK

ONGOING STUDENT SUPPORTS/INTERVENTIONS

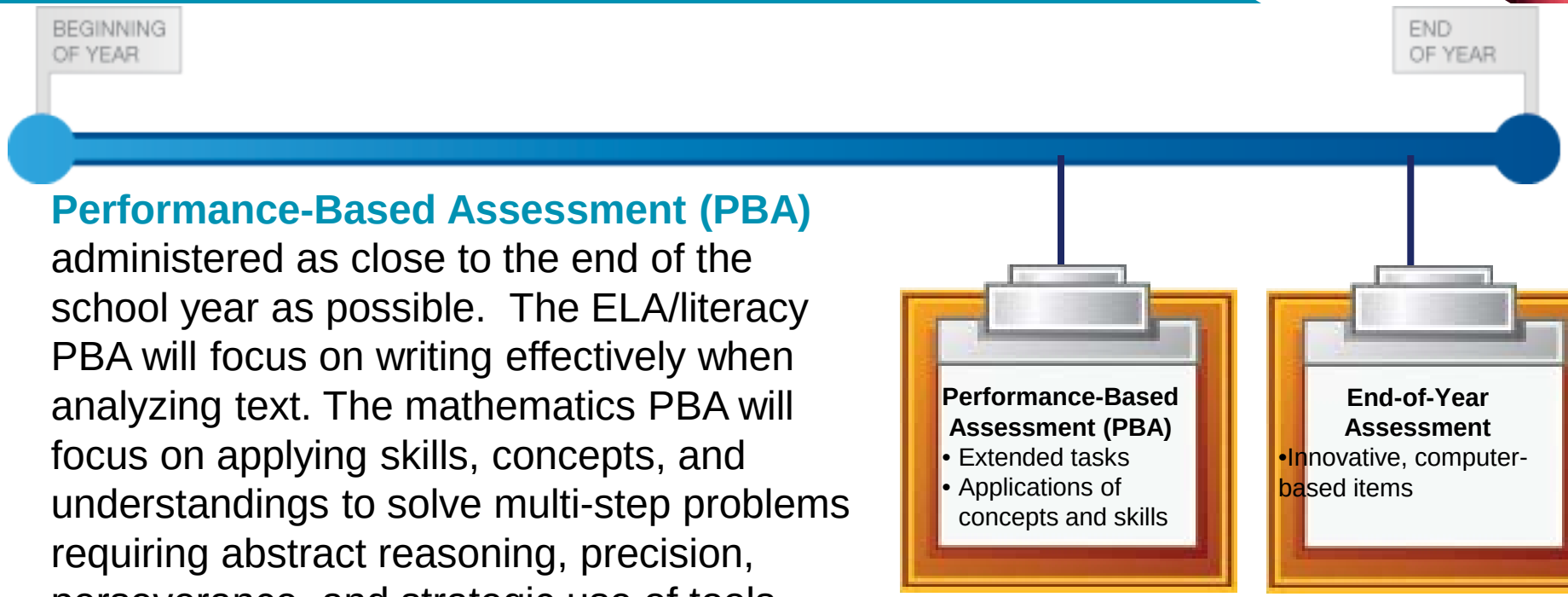
Non-Summative Assessment Components



- **Diagnostic Assessment** designed to be an indicator of student knowledge and skills so that instruction, supports and professional development can be tailored to meet student needs

- **Mid-Year Assessment** comprised of performance-based items and tasks, with an emphasis on hard-to-measure standards. After study, individual states may consider including as a summative component

Summative Assessment Components



- **Performance-Based Assessment (PBA)** administered as close to the end of the school year as possible. The ELA/literacy PBA will focus on writing effectively when analyzing text. The mathematics PBA will focus on applying skills, concepts, and understandings to solve multi-step problems requiring abstract reasoning, precision, perseverance, and strategic use of tools
- **End-of-Year Assessment (EOY)** administered after approx. 90% of the school year. The ELA/literacy EOY will focus on reading comprehension. The math EOY will be comprised of innovative, machine-scorable items

College- and Career-Ready Determination

The ***PARCC CCR Determinations in ELA/literacy and mathematics*** describe the academic knowledge, skills, and practices in English language arts/literacy and mathematics students must demonstrate to show they are able to enter directly into and succeed in entry-level, credit-bearing courses and relevant technical courses in those content areas at two- and four-year public institutions of higher education.

Students who earn a **College- and Career-Ready Determination in ELA/literacy** will have demonstrated the academic knowledge, skills and practices necessary to enter directly into and succeed **in entry-level, credit-bearing courses in College English Composition, Literature, or technical courses requiring college-level reading and writing.**

Students who earn a **College- and Career-Ready Determination in mathematics** will have demonstrated the academic knowledge, skills and practices necessary to enter directly into and succeed in entry-level, credit-bearing courses in **College Algebra, Introductory College Statistics, and technical courses requiring an equivalent level of mathematics**.

Common Standards and Assessments: Benefits of K-12 & Higher Education Collaboration

- **Improved preparation** of incoming students – from all states
- **Better information** about the preparation of incoming students
- **Reduced remediation** rates
- **Increased degree attainment** rates
- **Clear guidance** for teacher preparation programs and in-service professional development regarding content and skills teacher at each grade must be prepared to teach
- **Increased academic rigor** in entry-level, credit-bearing college courses and concurrent/dual enrollment courses
- **Better options** for academic interventions to ensure students remain on-track to college readiness and "high flying" students are indentified early

Grounding Concurrent Enrollment in the National Conversation

State Partnership Between K-12 & Postsecondary: Policy and Practice

- At this time, **few states have policies that incentivize earning college-credit in high school** through school-level public reporting, statewide performance goals, school-level incentives, or their accountability formulas:
  - CO, FL, IN, KY, LA, MN NM, OH, OK, TX, UT
- At this time, few states have policies that model or incentivize concurrent enrollment partnerships that carry a standard “high quality” mark.
  - **Model:** CO, FL, ID, KS, MT, UT, WA
  - **Incentivize:** AR, IN, IA, KY, MN, OR, SD
- Examples of K-12 and postsecondary alignment policies and practices:
  - Kentucky
  - Florida
  - Tennessee
  - California

Source: Achieve’s 2012 Closing the Expectations Gap: 50-State Progress Report on the Alignment of K-12 Policies and Practice with the Demands of Colleges and Careers; NACEP in State Policy

Strategies to Consider

- **Through reviewing current course syllabi,** high school faculty teaching concurrent enrollment courses should work with postsecondary faculty to consider the following:
  - What **concepts and skills required** in the CCSS **also appear** in the first-year courses?
  - Where **might there be gaps** between the CCSS and first-year courses?
  - What priority standards **are emphasized and/or missing**?
  - What are the **current areas of emphasis**, e.g., fractions, modeling, linear equations?
- Engaging in this process **will likely be very similar** to a state's process of establishing course equivalencies across higher education institutions to create strong articulation and transfer systems or create common course number systems:
  - **Examining** syllabi;
  - **Convening** faculty;
  - **Discussing** levels of rigor and learning outcomes;
  - **Determining** course descriptions require a high level of commonality but also accommodate differentiation and customization;
  - **Providing** professional development to K-12 and postsecondary faculty on changes.

Strategies to Consider

- **Create a plan** for examining syllabi and providing professional development;
- **Identify all necessary stakeholders** that should be included in the plan;
- **Identify a core group of leaders** to be accountable for the plan's execution;
- Ensure that a **criteria for high quality implementation and execution** has been established;
- Ensure that the plan **fits in with existing initiatives and infrastructures** or encompasses a strategy to ease process of change.

Professional Development Opportunities

- To **strengthen alignment** between pre-service and in-service training, higher education and K-12 can collaborate to create professional development around the standards by:
  - Involving higher education faculty members at varying types of institutions and in the fields of both education and arts and sciences, in the development of professional development modules
  - Designing modules might include tasks, lesson plans and standards mapping exercises
  - Coordinating development of these modules allows for the possibility of faculty at partner institutions of higher education to administer or teach the modules to their K-12 peers (or vice versa)

Source: Implementing Common Core State Standards and Assessments: A Workbook for State and District Leaders
www.parcconline.org/CommonCoreImplementationWorkbook

Discussion Questions

- What is the **best way to engage** faculty teaching at your K-12 and higher education campuses about these impending changes?
- What **changes do you foresee** on your campus and in your classrooms after a successful implementation of the Common Core State Standards?
- What are the **perceived impediments** to implementing the Common Core State Standards and common assessments for your community?
- How will you **continue to utilize** the partnerships you have built between K-12/higher education to ensure these changes have a positive impact on your concurrent enrollment courses and programs?

Other Sources Available for Alignment Purposes

- Originally created as a tri-state partnership between Rhode Island, Massachusetts, and a New York, the **Educators Evaluating Quality Instructional Products (EQuIP) Collaborative** was developed.
- EQuIP aims to help educators, through rubrics and additional resources, create and evaluate materials aligned to the CCSS.
- 19 states and two large districts, from both PARCC and SBAC, are involved in this initiative.
- Though original “aim” was for K-12, these resources are incredibly valuable to postsecondary educators and for use in alignment exercises.
- You may find the rubric at www.achieve.org/equip

Other Sources Available for Alignment Purposes

- **Open Education Resources (OER) Rubrics:** http://www.oercommons.org
- **Illustrative Mathematics Project:** http://illustrativemathematics.org
- **The Teaching Channel:** https://www.teachingchannel.org/videos?page=1&categories=topics_common-core
- **Achieve the Core:** http://www.achievethecore.org
- **CCSS-CTE Classroom Tasks:** http://www.achieve.org/ccss-cte-classroom-tasks
- **Kentucky Core Standards:** www.kycorestandards.org/institutions.aspx

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