



COMMON CORE

Standards and Assessments

WHY COMMON CORE STATE STANDARDS(CCSS)?

- ◆ **Preparation:** Standards will help prepare students with the knowledge and skills they need to succeed
- ◆ **Competition:** Standards are internationally benchmarked
- ◆ **Equity:** Expectations are consistent for all students
- ◆ **Clarity:** Standards are focused, coherent, and clear so students
- ◆ **Collaboration:** Standards create a foundation to work collaboratively across states

TRANSITION TO COMMON CORE STATE STANDARDS

- AZ adoption – June 2010 – now AZ Academic Standards
- Implementation documents (crosswalks showing alignment from the “old” standards to the “new” standards and changes summaries or gap analysis documents)
- Curriculum alignment and development (lesson plans) including developing assessment tools aligned to the new standards
- Leadership development with support for sequencing instructional change with connections to Response to Intervention
- Mathematics and English language arts content specific sessions
- Integrating mathematics and English language arts: Cross-curricular connections

INSTRUCTIONAL TOOLS FROM PARCC

- Content Frameworks
 - Offer guidance to educators with a roadmap of how the Common Core State Standards may be organized in a quarterly progression within each grade based on the logical progression of the subject matter.
 - Full PARCC State Review in April and May
 - Public Review expected in June through July
 - Final Release expected in August
- Model Instructional Units
 - Aligned to the CCSS and anchored around assessment component
 - A variety of components: explanatory materials about the CCSS; instructional materials; professional development materials
 - Available in SY 2011-2012
- Additional Sample Assessment Tasks
 - Will mirror the tasks included on the PARCC assessments
 - Available in SY 2011-2012

WHY COMMON, NEXT-GENERATION ASSESSMENTS?

Current Assessment Systems:

- Too many tests with disconnected purposes
- Not challenging enough to measure college and career readiness
- Results are not returned quickly to inform instruction
- Inconsistent across states

WHY COMMON, NEXT-GENERATION ASSESSMENTS?

- Creating common assessments grounded in common standards is the logical next step to ensure:
 - *All* students have access to the Common Core State Standards
 - Comparability across States
- Assessments aligned to the Common Core will help ensure the new standards reach every classroom

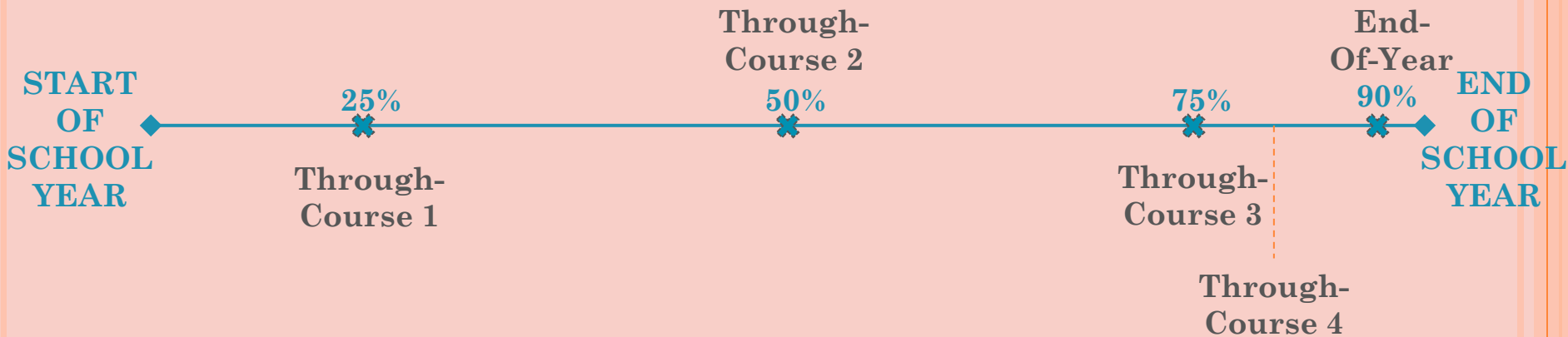
ASSESSMENT CONSORTIA

- In September 2010 the U.S. Department of Education awarded grants to:
 - Partnership for Assessment of Readiness for College and Careers (PARCC)
 - Smarter Balanced Assessment Consortium (SBAC)
- Race to the Top Funds to design and develop common K-12 assessment systems aligned to common, college- and career-ready standards (CCSS)

PARCC'S GOALS

1. Build a pathway to college and career readiness
2. Construct assessments that enable cross-state comparisons
3. Create better assessments
4. Make better use of technology in assessments
5. Match investments in testing with investments in teaching

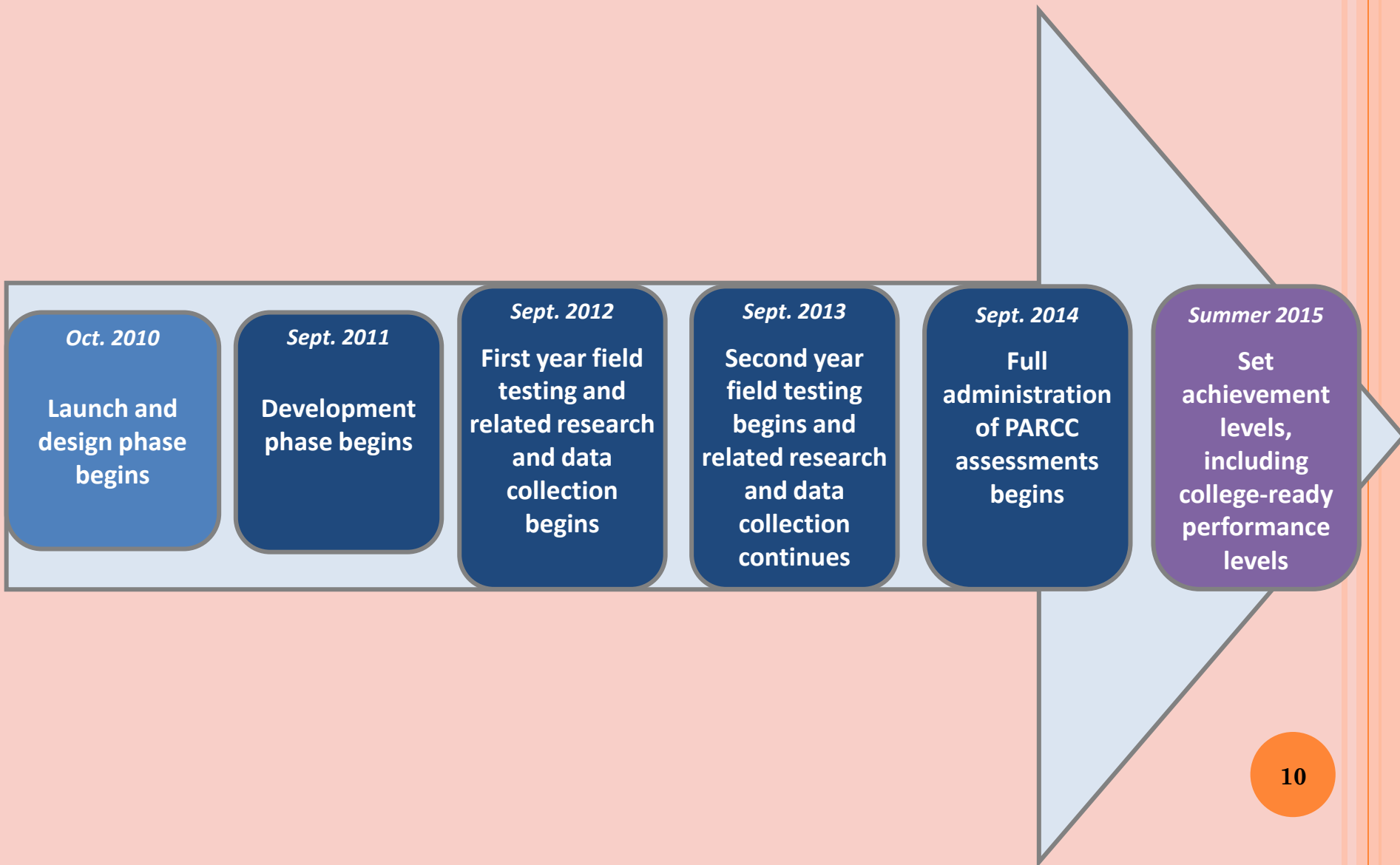
CREATING BETTER ASSESSMENTS



Key Components:

- Three “through-course” components distributed throughout the year in ELA and mathematics, grades 3-11
- One Speaking/Listening assessment administered after students complete the third through-course component in ELA; required but not part of summative score (could be used for course grades)
- One end-of-year assessment

PARCC TIMELINE



KEY *POLICY* CHALLENGES

- High school course requirements
 - What courses need to be required to ensure there is alignment with the Common Core and high school PARCC assessments?
 - In what courses should the assessments be given in high school?
- Accountability
 - How will states' accountability systems need to evolve to take into account PARCC assessments?
- **Student supports and interventions**
 - **How/when will supports and interventions be triggered for students not meeting proficiency/readiness scores on the PARCC assessments?**