Presenter's Guide

Common Core State Standards

Acknowledgements

The IDEA Partnership extends appreciation to the
- National Governors Association Center for Best Practices (NGA Center), and the
- Council of Chief State School Officers (CCSSO)

for their foundational collaborative work
                                    -and-
acknowledges the contributions of cross-stakeholders, representing
- Teachers,
- General Education Administrators,
- Special Education Administrators,
- Specialized Instructional Support Providers,
- Families,
- Higher Education, and
- Technical Assistance Providers,

in the creation of this presentation.

The original collection of bridging tools relative to the Common Core State Standards was initially created by a full range of education stakeholders in a 2011 general Partnership meeting. Each document was then edited and produced by a small group of persons including those representing teachers, general education and special education administrators, specialized instructional support personnel, families, higher education personnel, technical assistance providers, and policymakers. Subsequent revisions have been made through the small group process ensuring representation of a wide range of stakeholder roles.

The following stakeholders within the IDEA Partnership comprised the subgroup who worked together to create the Power Point presentation and this presenter's guide based on the input and direction provided by the larger Partnership group. The purpose of this guide and the complementary Power Point presentation is to make information more accessible to all interested stakeholders.

Role: Parent Location: Georgia	Role: Special Education Administrator Location: Kentucky
Role: Special Education Administrator Location: Georgia	Role: Occupational Therapist Location: Maryland
Role: General Education Administrator Location: Illinois	Role: Psychologist Location: Maryland
Role: Special Education Administrator Location: Illinois	Role: State Education Agency Location: New Hampshire

Role: Parent
Location: New York

Role: State Education Agency
Location: Pennsylvania

Role: Special Education Teacher
Location: North Carolina

Role: Teacher
Location: South Carolina

Role: General Education Administrator
Location: Virginia

Table of Contents

<u>Purpose of this guide:</u>
This presenter's guide is intended to support the PowerPoint slides by offering
- Suggested background readings;
- Talking points relative to each slide;
- Suggested activities to enhance learning opportunities for Participants;
- Tips to facilitate the professional growth experience; and
- Suggested readings for extension of learning.

<u>About the format:</u>
There are three distinct sections of this document, "Preparation", "Presentation/ Process", and "Supplementary Materials".

The **preparation** section begins on the following page and includes:
- Participant objectives;
- Two suggested agenda/timeframes to help you meet the needs of the audience and/or available time allotment;
- Support/background materials the presenter may wish to access prior to preparation for presentation;
- Materials and supplies needed for the presentation; and
- Equipment needed for the presentation.

The **presentation/process** section follows preparation suggestions and includes:
- Suggested minutes for information sharing and/or suggested activities for each of the key concepts of the presentation, within each section minutes are enclosed in boxes and intended to be highlighted ahead of time dependent on the overall timeframe selected for the presentation;
- Slides in miniature, in sequential order, with talking points,
    - Usually in bulleted format, not intended to be read verbatim, and
    - Presenter is encouraged to interject his/her own style;
- Participant activities to enhance learning opportunities, indicated by a vertical line to the left of each activity,
    - May be carried out as suggested, or
    - Adjusted to audience and time allotment;
- Presenter notes to suggest background information or extension readings, noted in bold italic font;
- Presenter tips to suggest facilitation techniques, noted in bold italic font; and
- Suggested segue comments to bridge between ideas and/or activities, also noted in bold italic font.

The **supplementary materials** section contains handouts that may be copied and used to support or enhance the presentation.

Common Core State Standards
Preparation

Objectives:
Participants will increase knowledge relative to
- Common Core State Standards (CCSS)
- Available information and resources

Participants will explore
- Rationale for and development process of the CCSS
- Assessment consortia

Participants will engage in discussion regarding state and local implementation (expanded session)

Agenda/Timing:
    85 minutes - Total time for sharing of information and Q&A
    50 minutes - Total time for abbreviated information only

85 minutes - Total time for sharing of information and Q&A
Suggested time allotments:

5 min	Introduction
30 min	Who, what, why, when, where, how
30 min	Assessment consortia
5 min	Further information and resources
15 min	Q & A

50 minutes - Total time for abbreviated information only
Suggested time allotments:

5 min	Introduction
20 min	Who, what, why, when, where, how
20 min	Assessment consortia
5 min	Further information and resources

Support Materials:
A wide variety of information is found on the following websites and review prior to the presentation is suggested
- Common Core State Standards Initiative
  www.corestandards.org
- Next Generation Science Standards
  http://www.nextgenscience.org
- Partnership for Assessment of Readiness for College and Careers
  www.parcconline.org
- Smarter Balanced Assessment Consortium
  www.SmarterBalanced.org
- Dynamic Learning Maps Alternate Assessment System Consortium
  www.dynamiclearningmaps.org
- National Center and State Collaborative Partnership (NCSC)
  www.ncscpartners.org
- Assessment Services Supporting ELs through Technology Systems
  www.assets.wceruw.org/
- English Language Proficiency Assessment for the 21st Century Consortium (ELPA21)
  www.ELPA21.org (under construction)
- Parents to Student Success
  http://www.pta.org/4446.htm

Materials and Supplies:
PowerPoint slides - or -
Overheads prepared from the PowerPoint slides
Handout Masters – to be copied in appropriate numbers
Chart paper and markers
Paper and pencils for Participants

Equipment:
Computer and projector -or-
Overhead projector
Projection screen

Introduction

Common Core State Standards

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Presenter Tip: The introduction should be very brief and garner interest immediately. The following is a starting point; adapt for the particular audience.

Common Core State Standards
- It is a term garnering much attention in the field of education today
- Beginning in the spring of 2009, Governors and state commissioners of education from 48 states, 2 territories and the District of Columbia committed to developing a common core of state K-12 English-language arts (ELA) and mathematics standards.
- These two sets of standards have now been adopted by many states and some territories
- There exists confusion about the development and intended use
- We will spend the next few minutes exploring the basics of the concept/process… the 5 w's (who, what, where, when, why) and how

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>
> in the creation of this presentation.
>
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Presenter Note: This presentation was created through collaborative efforts of many individuals working within the IDEA Partnership. Participants represented a wide-range of roles within the field of education. [noted on slide] Time on this slide is very brief; however, it is important to recognize the work of those who contributed to make this presentation accessible to the field and the public.

The original collection of bridging tools relative to the Common Core State Standards was initially created by a full range of education stakeholders in a 2011 general Partnership meeting. Each document was then edited and produced by a small group of persons including those representing teachers, general education and special education administrators, specialized instructional support personnel, families, higher education personnel, technical assistance providers, and policymakers. Subsequent revisions have been made through the small group process ensuring representation of a wide range of stakeholder roles.

Agenda

- Common Core State Standards
  - Who, why, what, when, where, and how
- Assessments
- Resources for more information

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Presenter Tip: The agenda slide is presented as an adult learner organizer tool and should not be omitted. Very little time needs to be spent here for the brief presentation. For the expanded presentation, the presenter may wish to configure the bullets to come in one at a time and give the participants a sentence or two about each as a preview of what is to come.

Ideas for sharing with the participants:
- Common Core State Standards
  - Explore the "5 W's and the H" of development
  - Who initiated this CCSS work; who actually developed the standards
  - Why the standards were developed; the rationale
  - What criteria guided the development
  - When the standards are available for use by the states
  - Where in the developmental continuum skills are addressed
  - How implementation needs are being address
- Assessments
  - Six assessment consortia creating assessment tools based on the CCSS
- Resources
  - Web addresses for the centers referenced in this brief presentation

Who, what, why, when, where, how

Common Core
State Standards Initiative

- National Governors Association Center for Best Practices (NGA Center)

- Council of Chief State School Officers (CCSSO)

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Ideas for sharing with the participants:
- Spring 2009, Governors and State Commissioners of Education from 48 states, 2 territories, and the District of Columbia committed to developing a common core of state K-12 English-language arts (ELA) and mathematics standards
- At time of printing,
    - Core standards in ELA and Mathematics have been developed and published
    - New science standards have recently been released
    - In progress is the creation of core standards in social studies
- State-led and driven initiative from the beginning
    - Federal government was NOT involved in the development of the standards
    - Supported by the federal government
        - Race to the Top state grants made acceptance of the CCSS one of the criteria for awards
        - US Department of Education funding the centers developing assessments aligned to the CCSS
    - States voluntarily adopt the standards based on the timelines and context in their states

Segue: We have looked at who is involved in this initiative; let us now think about the why. The Mission statement of the Common Core State Standards Initiative states well the rationale for CCSS…

> 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. The standards are 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.

To address...

- Disparate standards across states
- Student mobility
- Skills needed for today's jobs/careers
- Global competition

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Presenter Tip: For the longer version, the presenter may choose to configure the bullets to enter one at a time as the notes for each are shared with the participants.

Ideas for sharing with the participants:
- Disparate standards across states
    - Foundation to work collaboratively across states and districts
    - Pooling resources and expertise, to create curricular tools, professional development, common assessments and other materials
- Student mobility
    - Expectations are consistent for all
    - Not dependent on a student's zip code
- Skills needed for today's jobs/careers
    - Standards are college- and career-ready
    - Will help prepare students with the knowledge and skills they need to succeed in education and training after high school
- Global competition
    - Internationally benchmarked
    - Help ensure our students are globally competitive

Segue: Clear Criteria were set for the development of the Common Core State Standards.

Criteria...

- Clear, understandable, consistent
- Aligned with college and work expectations
- Rigorous content
- Application of knowledge
- Evidence- and research-based
- Internationally benchmarked

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Ideas for sharing with the participants:
- Are clear, understandable, consistent; to help the students, teachers, and parents understand the expectations for demonstration of learning
- Aligned with college and work expectations; the intended result of successful k-12 is a successful adult
- Include rigorous content that is relevant in today's world
- Ensure application of knowledge through high-order skills
- Based on evidence and research in education
- Internationally benchmarked, so that all students are prepared to succeed in our global economy and society; and built upon strengths and lessons of current state standards

Segue: The criteria used to determine the standards created a focus for all those involved in the development.

Developed...

- By...
  - Teachers
  - Administrators
  - Experts in content area
- Based on...
  - College and career readiness standards
  - K-12 learning development
  - Multiple sources of feedback

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Ideas for sharing with the participants:
- Developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce
- College- and career-readiness standards for English/language arts and mathematics developed summer of 2009
  - Based on the college and career readiness standards, K-12 learning progressions developed
- Multiple rounds of feedback from
  - States, teachers, researchers, higher education, and the general public
  - Reviewed by validation committee
- Groups representing English language learners and students with disabilities instrumental in developing the ELL and students with disabilities statements in the introduction to the standards

Presenter Note: The presenter may choose to distribute Handout #1: Common Core State Standards Adopting States and Territories as of May 2012 to provide a visual.
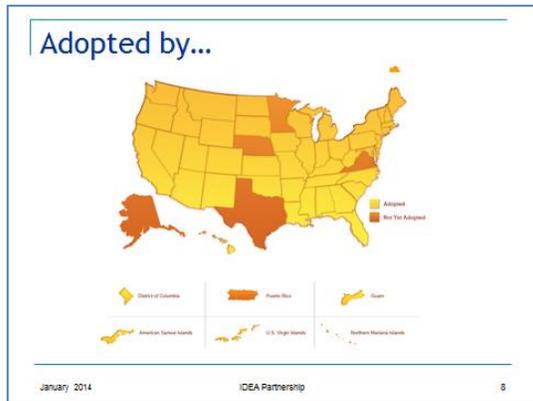
Presenter Note: At printing, forty-five states, the District of Columbia, four territories, and the Department of Defense Education Activity were in differing stages of implementation. Please check the CCSS Initiative website (www.corestandards.org) for the latest information prior to making this presentation.

Ideas for sharing with the participants:

- Accurate at date of printing
- Forty-five states, the District of Columbia, four territories, and the Department of Defense Education Activity have adopted the Common Core State Standards
- http://www.corestandards.org/in-the-states ; can click on your state, or any state, to get more information on implementation in that particular state

Segue: English/language arts and mathematics standards are currently available for use by the states.
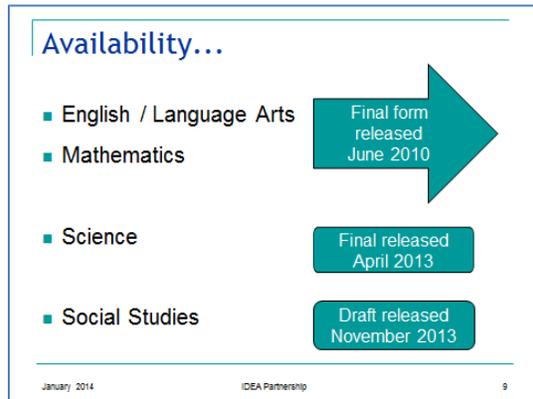
Ideas for sharing with the participants:
- English-language arts and math
  - First subjects chosen for the CCSS
  - Skills-based; are skills upon which students build skill sets in other subject area
  - Most frequently assessed subjects for accountability purposes
  - Final standards released in June 2010
- Science
  - Final document made available April 9, 2013
  - Collaboration of The National Research Council, the National Science Teachers Association, the American Association for the Advancement of Science, and Achieve
  - Found at http://www.nextgenscience.org/next-generation-science-standards
- Social Studies - College Career, and Civic Life (C3): Framework for State Standards in Social Studies
  - First draft of framework presented November 2013
  - Consortium of 22 states in cooperation with 15 professional organizations as well as teachers, scholars, researchers, policy makers and state department of education leaders; over three years to produce
  - Overview found at http://www.teachingthecore.com/wp-content/uploads/2012/11/11-12-12-Vision-Statement-College-Career-and-Civic-Life-Framework.pdf
- When states adopt the common core standards, they agree that those standards will comprise at least 85% of the standards for their state; state-specific standards may comprise 15%
- Important to understand that the standards are statements of what students will know and be able to do; standards ARE NOT the curriculum

Segue: Let us take a closer look at the skills sequence in ELA and math.

Presenter Tip: For the longer version, the presenter may choose to configure the bullets to enter one at a time as the notes for each are shared with the participants.

Ideas for sharing with the participants:
- Progression based on evidence and anchored in the college and career readiness (CCR) standards
    - CCR standards define broad competencies and reading, writing, speaking, listening, and language
    - K-12 standards lend further specificity by defining a developmentally appropriate progression of skills and understandings
- Reading
    - Increasing complexity of skills as advance grade levels in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school; also require progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read
    - Diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects; recognizing that teachers, school districts and states need to decide on appropriate curriculum, CCSS has no reading list
- Writing
    - Ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing extending down into the earliest grades
    - Research—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research —is emphasized

- Speaking and Listening
    - Students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media
    - Focus of speaking and listening standards is academic discussion in one-on-one, small-group, and whole-class settings
- Language
    - Vocabularies develop through a mix of conversations, direct instruction, and reading
    - Use formal English in writing and speaking
    - Make informed, skillful choices among the many ways to express themselves through language
    - Conventions (and vocabulary) extends across reading, writing, speaking, and listening
- Media and Technology
    - Integrated throughout standards
    - Both critical analysis and production of media

Significant Changes

- Independence with text complexity
  - Qualitative dimensions
  - Quantitative dimension
  - Reader and task considerations
- Value evidence in argument / different disciplines require different evidence

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Ideas for sharing with the participants:

- Independence with text complexity
  - Research indicates that those students who are able to respond to complex text are better equipped for college and/or career
  - Emphasis on higher-order/critical thinking is insufficient without complex text
  - Qualitative dimensions – aspects of reading best measured by an attentive human reader
    - Purpose
    - Structure
    - Language conventionality and clarity
    - Knowledge demands
  - Quantitative dimensions – aspects of reading typically measured in mathematical terms
    - Word length
    - Sentence length
    - Frequency
  - Reader and task considerations
    - Variables specific to a reader – motivation, knowledge, experiences
    - Variables specific to a task- purpose, complexity of task assigned or question posed
- Evidence-based argument
  - Emphasis on sound arguments on substantive topics and issues
  - Focused conversation
  - Foundations of good decision-making
- Value evidence – beyond main idea and supporting details; application to science concepts, social studies concepts, etc.
- Changes in standards indicate changes needed in teaching and student engagement for all learners

Mathematics

- **Focus** – 2 to 4 concepts developed deeply in each grade level
- **Coherence** – concepts logically connected
  - from one grade level to the next
  - to other major topics within the grade level
- **Rigor**
  - Fluency with math facts
  - Application of knowledge to real world situations
  - Deep understanding of mathematical concepts

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Presenter Tip: For the longer version, the presenter may choose to configure the bullets to enter one at a time as the notes for each are shared with the participants.

Ideas for sharing with the participants:
- Focus – 2 to 4 concepts developed deeply in each grade level
  - K-5
    - Six domains (groups of related standards)
      - Counting and cardinality
      - Operations and algebraic thinking
      - Number and operations in base ten
      - Number and operations – fractions
      - Measurement and data
      - Geometry
    - Solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals
    - Kindergarteners work on the number core: how numbers correspond to quantities, how to put numbers together and take them apart
    - Continuous progression from grade to grade
    - Stress both procedural skill and conceptual understanding
  - Middle school
    - Six domains (groups of related standards)
      - Ratios and proportional relationships
      - The number system
      - Expressions and equations
      - Functions
      - Geometry
      - Statistics and probability
    - With a strong foundation K-5, students can do hands on learning in geometry, algebra and probability and statistics
    - Students who have mastered the content and skills through the 7th grade will be well-prepared for algebra in grade 8

- o High school
  - ▪ Six conceptual categories (crossing a number of traditional course boundaries)
    - • Number and Quantity
    - • Algebra
    - • Functions
    - • Modeling
    - • Geometry
    - • Statistics and Probability
  - ▪ Practice applying mathematical ways of thinking to real world issues and challenges; prepare students to think and reason mathematically
  - ▪ Emphasis on mathematical modeling; use of mathematics and statistics to analyze empirical situations, understand them better, and improve decisions
- • Coherence – concepts logically connected
  - o from one grade level to the next
  - o to other major topics within the grade level
- • Rigor
  - o Fluency with math facts
  - o Application of knowledge to real world situations
  - o Deep understanding of mathematical concepts

Significant Changes

- Independence with text complexity
  - Qualitative dimensions
  - Quantitative dimension
  - Reader and task considerations
- Value evidence in argument / different disciplines require different evidence

January 2014   IDEA Partnership   11

Ideas for sharing with the participants:

- Construct viable arguments and critique reasoning of others – mathematically proficient students…
  - Understand and use stated assumptions and definitions
  - Make conjectures and build logical progression of statements to explore truth of their conjectures
  - Analyze situations
  - Recognize and use counterexamples
  - Justify conclusions and communicate them to others
  - Respond to arguments of others
  - Reason inductively
  - Compare
  - Generalize
- Use appropriate tools strategically; including technology - mathematically proficient students…
  - Familiar with tools appropriate for grade level (paper, pencil, ruler, protractor, calculator, etc.)
  - Consider what is asked and the tools available
  - Choose appropriate tool to solve

Next Generation Science Standards

- National Research Council
- National Science Teachers Association
- American Association for the Advancement of Science
- Achieve

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Ideas for sharing with the participants:
- Joint effort - National Research Council, the National Science Teachers Association, the American Association for the Advancement of Science, and Achieve
- At time of printing,
  - Final document released April 9, 2013
  - Visit http://www.nextgenscience.org for latest information

Framework Organization

- Grouped by topics
  - Storylines (k-5)
  - Life sciences
  - Earth and space sciences
  - Physical sciences
  - Engineering, technology and applications
- Developed in three dimensions
  - Practices
  - Crosscutting concepts
  - Disciplinary core ideas

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Presenter Tip: For the longer version, the presenter may choose to configure the bullets to enter one at a time as the notes for each are shared with the participants.

Ideas for sharing with the participants:
- NGSS have been written as student performance expectations grouped by topics, and can be viewed in the topical groupings or individually.
- Five topical groupings include
  o Storylines (k-5)
  o Life sciences
  o Earth and space sciences
  o Physical sciences
  o Engineering, Technology, and Applications of Science
- Individual topics are extensive and can be found at
  http://www.nextgenscience.org/search-standards
- Based on three dimensions
  o Practices – major practices employed by scientists and engineers as they design and build systems
  o Crosscutting concepts – have application across science content areas
  o Disciplinary core ideas – prepare students with sufficient core knowledge so that they can acquire additional information on their own

Conceptual Shifts...

- Reflect real-world interconnections
- Teach core ideas all year
- K-12 coherence
- Deeper understanding and application
- Science and engineering integration
- Coordination with Common Core State Standards for English Language Arts and Mathematics

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Ideas for sharing with the participants

- Reflect real-world interconnections – acquiring and applying science concepts to world around us
- Teach core ideas all year – provide clarity on skills/processes students should demonstrate; practice throughout the year and throughout the k-12 experience
- K-12 coherence - progression of knowledge from grade band to grade band; omitting content at any grade level or band will impact student success with next level of core ideas
- Deeper understanding and application – smaller set of core ideas; core ideas more important in the standards than separate facts
- Science and engineering integration – raises engineering design to the same level as scientific inquiry in classroom instruction
- Coordination with Common Core State Standards for English Language Arts and Mathematics – ensure a symbiotic pace of learning in all content areas

Segue: We have taken a brief look at the "5Ws and the H" of Common Core State Standards and the Next Generation Science Standards

- State-led and developed common core standards for K-12 in English/ language arts and mathematics
- Standards are the starting point
  - Standards are essential, but inadequate
  - Educators need resources, tools, and time to adjust classroom practice
  - Instructional materials that align to the standards are needed
  - Assessments must be developed to measure student progress.
- Federal, state, and district policies will need to be reexamined to ensure they support alignment of the common core state standards with student achievement

For more in-depth information on the CCSS and NGST…

Download
CCSS Resource Guide
on the IDEA Partnership website

http://www.ideapartnership.org/media/ documents/CCSS- Collection/ccss_resources4.pdf

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Presenter Tip: If an internet connection is available and time permits, navigate on the internet to this site and demonstrate the Resource Guide.

Ideas for sharing with the participants:
- Slide is self-explanatory
- The presenter may choose to print copies ahead of time and distribute to the participants

Segue: Now, let us look at how implementation needs are being addressed from a national level, keeping in mind that adopting states determine their own timelines and the supports needed to implement state-wide.

Assessment consortia:


| 30 minutes |
| 20 minutes |

Presenter Note: The following ten slides provide additional information about the five consortia.

Ideas for sharing with the participants:
- Recall, the federal government, nor the US Department of Education were responsible for the development of the CCSS; states came together via a collaboration between the National Governor's Association and the Council of Chief State School Officers
- However, the US Department of Education HAS awarded grants to support the development of aligned assessments
  - September 2010 – two grants to develop general (for the majority of students) assessments
  - October 2010 – two grants to develop alternate assessments for those students with significant/intensive support disabilities
  - October 2011 & September 2012 – one grant each year to develop assessments specific to English Language Learners
- Participating states will administer new assessments statewide by 2014-2015
- The six consortia are listed on the slide; more information will be shared for each consortium in the next few slides
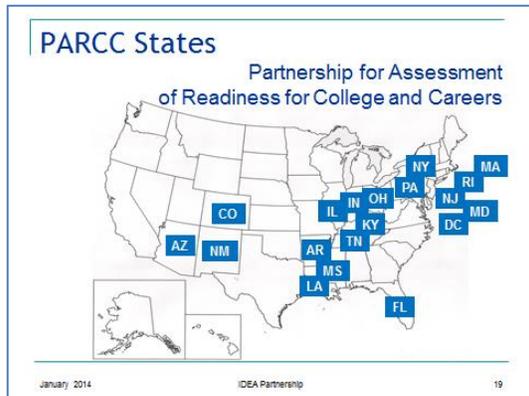
PARCC States
Partnership for Assessment
of Readiness for College and Careers

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Presenter Note: For the shorter presentation omit this slide. Move directly to the next slide while sharing the information noted below. The presenter may choose to distribute **Handout #2:** *General Assessments Consortia* to provide a visual of the states included in the consortia. It is recommended to check the PARCC website prior to presentation to ensure the latest information.

Ideas for sharing with the participants:
- The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of states working together to develop a common set of K-12 assessments in English and math anchored in what it takes to be ready for college and careers. These new K-12 assessments will build a pathway to college and career readiness by the end of high school, mark students' progress toward this goal from 3rd grade up, and provide teachers with timely information to inform instruction and provide student support. The PARCC assessments will be ready for states to administer during the 2014-15 school year.
- State involvement
  - Governing – participate in this general assessment consortium only; committed to administering this particular assessment statewide
  - Participating – open options
- The PARCC Vision -PARCC states have committed to building a K-12 assessment system that:
  - Builds a pathway to college and career readiness for all students,
  - Creates high-quality assessments that measure the full range of the Common Core State Standards,
  - Supports educators in the classroom,
  - Makes better use of technology in assessments, and
  - Advances accountability at all levels.
- At time of writing, 19 members
- For latest information: http://www.parcconline.org/about-parcc

Ideas for sharing with the participants:
- Summative assessments; performance based component, end-of-year machine scoreable test
- Grades 3-8 end of year assessments in ELA and math
- Grades 9-11 end of course assessments in ELA and math
- Optional
- Formative assessments — writing component
- Midyear project assessment – optional – with writing component
- Online technology - will be delivered online; workgroup attending to this
- Accessibility for all   - accessible for all students from the beginning; workgroup is developing processes for accessibility and fairness for English Language Learners; as well as for students with disabilities; accommodations for access may be quite different for different learners
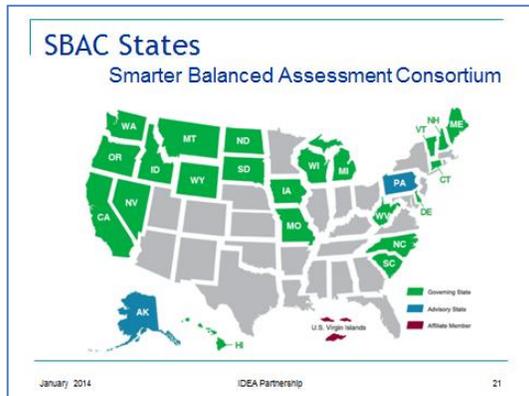
SBAC States
Smarter Balanced Assessment Consortium

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Presenter Note: For the shorter presentation omit this slide. Move directly to the next slide while sharing the information noted below. The presenter may choose to distribute **Handout #2:** *General Assessments Consortia* to provide a visual of the states included in the consortia. It is recommended to check the SBAC website prior to presentation to ensure the latest information.

Ideas for sharing with the participants:

- The Smarter Balanced Assessment Consortium (Smarter Balanced) is a state-led consortium working to develop next-generation assessments that accurately measure student progress toward college- and career-readiness. The work of Smarter Balanced is guided by the belief that a high-quality assessment system can provide tools for teachers and schools to improve instruction and help students succeed – regardless of disability, language or subgroup. Smarter Balanced involves experienced educators, researchers, state and local policymakers and community groups working together in a transparent and consensus-driven process
- State involvement
  - o Governing board states - participate in this general assessment consortium only; committed to administering this particular assessment
  - o Advisory states - open options
- State-of-the-art adaptive online exams, using "open source" technology (open source technology promotes free redistribution and access to the product's design and implementation)
- Online system will provide assessment information to teachers and others on the progress of all students
- At time of writing, 25 members
- For latest information: http://www.smarterbalanced.org/about/member-states/

SBAC Design

- Summative assessments
  - Grades 3-8 and high school
  - In last 12 weeks of school year
- Optional formative assessments
- Computer adaptive testing

Ideas for sharing with the participants:
- Summative assessments
  - Grades 3-8 and high school (grade level determined by when student takes the designated English language arts and math courses
  - In last 12 weeks of school year
- Optional formative assessments
  - School may choose to use; for monitoring student progress
  - And/or guide instructional decision-making
  - Content-clustered
  - Administered at locally determined times throughout the year
  - Computer and performance tasks
- Computer adaptive testing
  - Students receive different questions based on their responses
  - Determines each student's achievement level/progress/growth
  - Measures growth over time
  - States have option to use paper and pencil tests over a 3-year transition period

Key differences...

PARCC
- Fixed-form summative assessment
- Optional diagnostic and mid-year assessments
- Required non-summative speaking and listening assessment (gr 3-8 & high school)

SBAC
- Computer adaptive summative assessment
- Retake option available
- Optional interim assessments

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Source: Coming together to raise achievement. April 2012. ETS

Ideas for sharing with the participants:
- PARCC
    - Fixed-form summative assessment – assesses students on the standards at the grade level/course in which they are enrolled
    - Optional diagnostic and mid-year assessments – for each grade level; diagnostic is computer –based; mid-year is performance/task-based
    - Required non-summative speaking and listening assessment (gr 3-8 & high school) – required to administer and score; score does not add into the summative score for the student
- SBAC
    - Computer adaptive summative assessment – assesses across full spectrum of standards; responds to student responses; adapts to student's skill level
    - Retake option available
    - Optional interim assessments; timing and scope locally determined (gr 3-12)
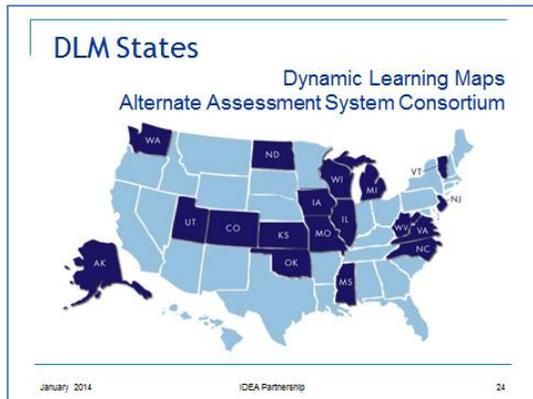
DLM States

Dynamic Learning Maps
Alternate Assessment System Consortium

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Presenter Note: For the shorter presentation omit this slide. Move directly to the next slide while sharing the information noted below. The presenter may choose to dis-tribute **Handout #3:** *Alternate Assessments Consortia* to provide a visual of the states included in the consortia. It is recommended to check the DLM website prior to presentation to ensure the latest information.

Ideas for sharing with the participants:
- The DLM project is guided by the core belief that all students should have access to challenging grade-level content. The new DLM alternate assessment system will let students with significant cognitive disabilities show what they know in ways that traditional multiple-choice tests cannot. The DLM system is designed to map a student's learning throughout the year. The system will use items and tasks that are embedded in day-to-day instruction. In this way, testing happens as part of instruction, which both informs teaching and benefits students. An end of the year assessment will be created for states that want to include a summative test in addition to the instructionally embedded system
- 13 states, 2 universities, and 2 organizations involved
- Option for a single stand-alone test in the spring; will use items and tasks embedded in day-to-day instruction throughout the year to help map a student's learning
- Student may take 30 small, integrated (embedded in daily instruction) assessments by the end of the year Optional summative assessment will also be developed for states desiring a supplement to the instructionally embedded system
- Implementation plan
  o 2012 pilot assessments
  o 2014 available for use in the states
- At time of writing, 18 members
- For latest information: http://dynamiclearningmaps.org/about/about.html

DLM Design

- Common Core Essential Elements (CCEE) and achievement level descriptors (ALD)
- Learning maps
- Dynamic assessment
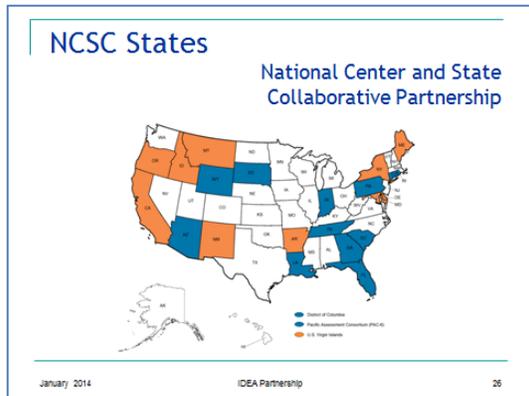- Universal design
- Professional development

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Ideas for sharing with the participants:
- Common Core Essential Elements (CCEE) and achievement level descriptors (ALD) of levels of demonstration of the common core as they are being developed and defined by this consortia
- Learning maps – set the roadmap for learning and for assessment
  - Think of a common road map; students may share the same destination, they all begin their journeys from different starting points on the map
  - Shows several alternate routes in case the main route can't be travelled
  - Put simply, will help see beyond where students should be, to focus more on where students are and how they can get to where they need to go
- Inclusion of instructionally-relevant tasks; do more than test concepts; they also model good instruction.
- Dynamic assessment
  - Instructionally-embedded and stand-alone summative versions
  - Selects items and tasks for a student based on that student's previous responses
  - Development of over 11,900 tasks/items
  - Advanced feedback and reporting systems (including growth modeling)
- Universal design for learn concepts embedded
  - To ensure student access
  - Technology platform
- Structured scaffolding – providing necessary supports to students when it is needed; scaffolding (adding or taking away) as needed for the student
- Professional development to understand learning maps and appropriate tasks for students; will be part of available professional development created by the consortium

NCSC States
National Center and State Collaborative Partnership

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Presenter Note: For the shorter presentation omit this slide. Move directly to the next slide while sharing the information noted below. The presenter may choose to dis-tribute **Handout #3:** *Alternate Assessments Consortia* to provide a visual of the states included in the consortia. It is recommended to check the NCSC website prior to presentation to ensure the latest information.

Ideas for sharing with the participants:

- NCSC is building a comprehensive assessment system that includes project-developed products and processes to support educators as they plan for and provide appropriate instruction that addresses common standards. These supports will help Individualized Education Program teams accurately identify the learner characteristics of students with the most significant cognitive disabilities and make appropriate decisions about how each student participates in the overall system of assessments.
- Focus on
    - Best practices and lessons-learned from over a decade of research on assessment, academic instruction, communication, and learner characteristics of students with the most significant cognitive disabilities
    - A collaboratie effort that brings together experts and practitioners from a variety of fields including special education, assessment, curriculum and instruction, and communication sciences
    - A practice-oriented approach designed to support administrators, teachers, and families
    - An opportunity to ensure that students with the most significant cognitive disabilities benefit from the national movement toward Common Core State Standards designed to prepare all students for success in college and careers
- At time of writing, 25 members
- Tier I (blue on the state partners; 11 states, DC, and Pac-6 (American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of Palau, Republic of the Marshall Islands)
- Tier II (orange on the map) states implement without intensive support from project staff; will provide usability and sustainability tests to refine products before broad dissemination
- For latest information: http://www.ncscpartners.org/about-states

NCSC Design

- Alternate assessment on alternate achievement standards
- Based on grade-level content
- Different achievement expectations
  - For students with significant cognitive disabilities
  - Appropriately challenging
- Curriculum, instruction, and professional development resources

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Ideas for sharing with the participants:

- Alternate assessments based on alternate achievement standards (AA-AAS); as developed by this consortium
  - To evaluate performance of students who are unable to participate in general state assessments even with accommodations
  - Provide mechanism for students with the most significant cognitive disabilities to be included in an educational accountability system
- Based on the grade-level content covered by the general assessment
- Different achievement expectations that are appropriately challenging for students with significant cognitive disabilities
- Curriculum, instruction, and professional development will be made available throughout the project; being developed through Communities of Practice
- Final product to be a summative assessment for students in grades 3 through high school

Key differences...

DLM
- Common Core Essential Elements
- Embedded tasks
  - Series of 100 or more items/tasks throughout year
  - 5-10 minutes per task
- Optional stand-alone summative assessment

NCSC
- Grade-level assessment content targets
- Trained teachers in each state to support implementation

Source: Coming together to raise achievement. April 2012. ETS

Ideas for sharing with the participants:
- DLM
  - Common Core Essential Elements – how DLM defines links to grade level CCSS; statements of essential elements and achievement descriptors; includes precursor academic skills, communication skills, attention skills
  - Embedded tasks – integrating assessment and instruction
    - Series of 100 or more items/tasks throughout year
    - 5-10 minutes per task
  - Optional stand-alone summative assessment – adapts based on the mastery of concepts throughout the year; administered in the spring
- NCSC
  - Grade-level assessment content targets – and alternate achievement standards for each grade level
  - Trained teachers in each state to support implementation – 10 to 40 teachers in each participating state; to lead implementation of NCSC-developed curriculum and assessment materials

Presenter Note: For the shorter presentation omit this slide. Move directly to the next slide while sharing the information noted below. The presenter may choose to distribute **Handout #4:** *ELL Assessment Consortium* to provide a visual of the states included in the consortium. It is recommended to check the ASSETS website prior to presentation to ensure the latest information.

Ideas for sharing with the participants:
- Focus on
    - o Providing equitable opportunities for English language learners
    - o Develop an online English language proficiency test to better assess English language learners' acquisition of the academic language needed to succeed in the classroom and ultimately in college or a career
- At time of writing, 35 members
- For latest information:
  http://assets.wceruw.org/aboutus/memberStates.aspx

ASSETS Design

- Measure English language proficiency linked to Common Core State Standards
- K-12 assessments
- Technology based
- Interim and annual assessments
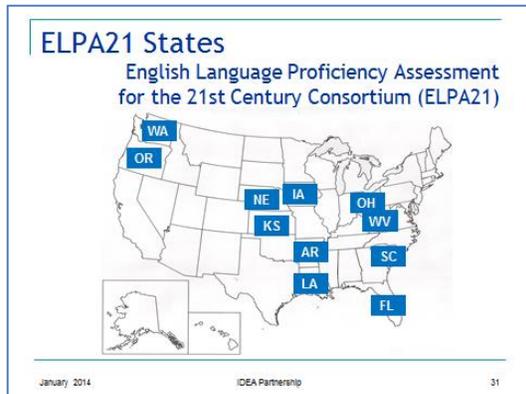- Screeners for identification and placement

Ideas for sharing with the participants:

- Measure English language proficiency; focus on academic language acquisition and CCSS
- K-12 assessment – scores will be connected to a vertical k-12 scale to chart language acquisition
- Technology based – summative, benchmark, and screener assessments; interactive online application to teach educators to rate students' oral language proficiency
- Interim and annual assessments – for formative and summative data
- Screeners for identification and placement due to limited English language proficiency – support students in language and skill acquisition

ELPA21 States

English Language Proficiency Assessment for the 21st Century Consortium (ELPA21)

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Presenter Note: For the shorter presentation omit this slide. Move directly to the next slide while sharing the information noted below. The presenter may choose to distribute **Handout #4:** *ELL Assessment Consortia* to provide a visual of the states included in the consortium. It is recommended to check the ELPA21 website prior to presentation to ensure the latest information.

Ideas for sharing with the participants:

- Focus on
    - To enhance quality of assessments used by states for measuring English language proficiency development
    - Alignment in deep and meaningful ways with Common Core
- At time of writing, 11 members
- For latest information: www.ELPA21.org (under construction at time of writing); also can visit www.ccsso.org and search "ELPA21" for updates.

ELPA21 Design

- Measure English language proficiency linked to Common Core State Standards
- K-12 assessments; in grade bands
- Technology based
- Screeners for identification and placement
- Interim and annual assessments

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Ideas for sharing with the participants:
- Measure English language proficiency**;** focus on academic language acquisition and CCSS; The <u>English Language Proficiency Development (ELPD) Framework</u> will be used to guide the development of ELP standards that reflect the academic vocabulary and English language skills needed to be successful in the content area classes
- K-12 assessment – in six grade bands; k, 1, 2-3, 4-5, 6-8, 9-12
- Technology based – intended to interface with platforms for PARCC and Smarter Balanced assessments
- Screeners for identification and placement – upon entry to school and as needed throughout
- Annual assessments – for summative data

5 minutes
5 minutes

For more in-depth information on the assessments being developed...

Download
CCSS Resource Guide
on the IDEA Partnership website

http://www.ideapartnership.org/media/documents/CCSS-Collection/ccss_resources4.pdf

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Presenter Note: These slides are included to summarize and remind the participants of the websites referenced throughout the presentation. **Handout #5:** *Common Core State Standards Websites* is available for distribution.

For further information...

- Common Core State Standards Initiative
  www.corestandards.org
- Next Generation Science Standards
  http://www.nextgenscience.org
- Partnership for Assessment of Readiness for College and Careers
  www.parcconline.org
- Smarter Balanced Assessment Consortium
  www.SmarterBalanced.org
- Dynamic Learning Maps Alternate Assessment System Consortium
  www.dynamiclearningmaps.org

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For further information... *(cont.)*

- National Center and State Collaborative Partnership
  www.ncscpartners.org
- Assessment Services Supporting ELs through Technology Systems
  www.assets.wceruw.org/
- English Language Proficiency Assessment for the 21st Century Consortium (ELPA21)
  www.ELPA21.org
- Parents to Student Success
  http://www.pta.org/4446.htm

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Presenter Note: This slide is recommended for use with the 85-minute presentation.

Q&A: *depending on time available, takes 10 to 15 minutes*

Whole Group Discussion Activity

Lead in statement and questions:
Now that we have spent time in an overview of the Common Core State Standards and related resources…
- What issues are coming to the forefront for you?
- What questions are uppermost in your mind?

Format of activity:
- Open the floor for discussion
- Paraphrase and repeat whenever clarity is needed
- Answer questions that are answerable
- Record
  - o Questions for which there are no answers at this time
  - o Issues to explore
  - o Suggestions for moving forward
- Facilitate so that all may share in the discussion. Should one or two persons seem to be dominating the discussion, ask for a response from a specific table or from a specific person.

Trainer Tip: Capture key ideas on chart paper. Visual recording for all to see indicates that there will be something done after the discussion and that this is not an exercise in futility.

Presenter paraphrases and summarizes the discussion. He/she indicates where the responses from the discussion will go from here.

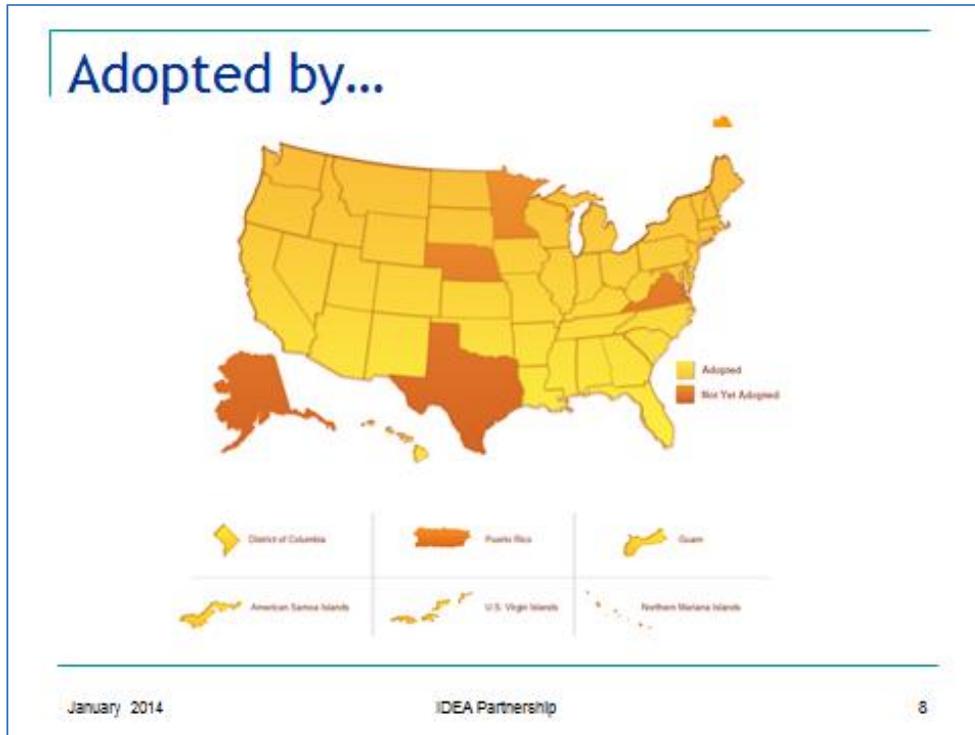Handout #1: *Common Core State Standards Adopting States and Territories*
Handout #2: *General Assessment Consortia*
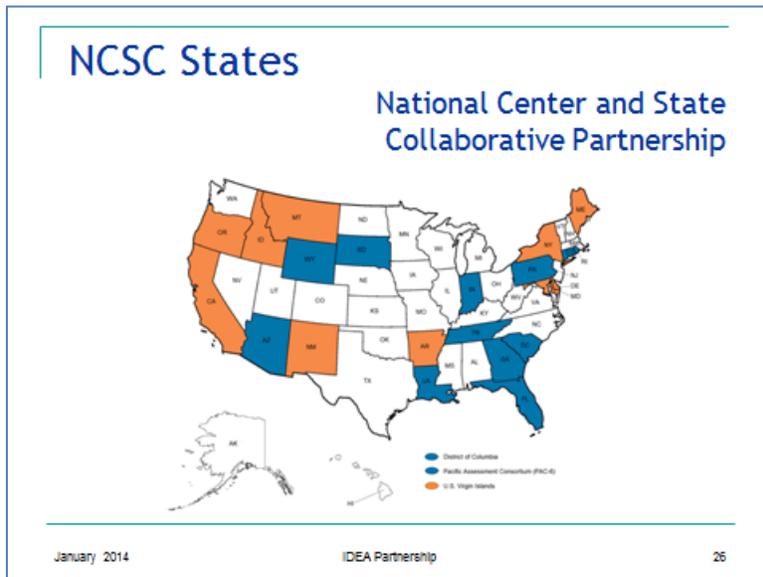Handout #2: *Alternate Assessment Consortia*
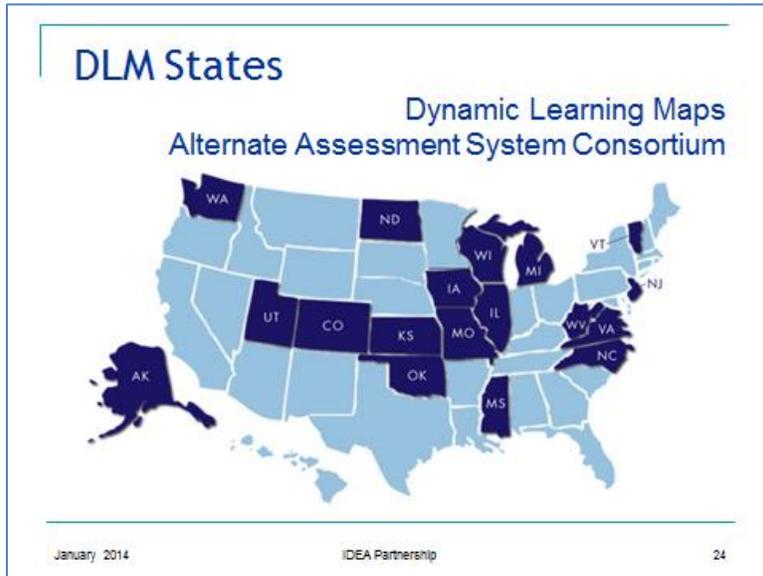Handout #3: *ELL Assessment Consortium*
Handout #4: *Common Core State Standards Websites*

Common Core State Standards
Adopting States and Territories
as of June 2013

Common Core State Standards Presenter's Guide
IDEA Partnership @ NASDSE

General Assessment Consortia

PARCC States
Partnership for Assessment of Readiness for College and Careers

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SBAC States
Smarter Balanced Assessment Consortium

- Governing State
- Advisory State
- Affiliate Member

U.S. Virgin Islands

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Alternate Assessment Consortia

ELL Assessment Consortia

Common Core State Standards Websites

Common Core State Standards Initiative
www.corestandards.org

Next Generation Science Standards
http://www.nextgenscience.org

Partnership for Assessment of Readiness for College and Careers
www.parcconline.org

Smarter Balanced Assessment Consortium
www.SmarterBalanced.org

Dynamic Learning Maps Alternate Assessment System Consortium
www.dynamiclearningmaps.org

National Center and State Collaborative Partnership (NCSC)
www.ncscpartners.org

Assessment Services Supporting ELs through Technology Systems (ASSETS)
www.assets.wceruw.org/

English Language Proficiency Assessment for the 21st Century Consortium (ELPA21)
www.ELPA21.org (under construction)

Parents to Student Success
http://www.pta.org/4446.htm

IDEA Partnership Website
CCSS Resource Guide
http://www.ideapartnership.org/media/documents/CCSS-
Collection/ccss_resources3.pdf

Assessments aligned to the CCSS Resource Guide
http://www.ideapartnership.org/media/documents/Assessments-CCSS/a-
ccss_resources3.pdf