Transitioning to the Future: Common Core Standards and Assessments

Presentation to EdSource Annual Forum
March 18, 2011

Deborah V.H. Sigman
Deputy Superintendent
Curriculum, Learning, and Accountability Branch
Common Core System Implementation

- Standards Adoption
- Curriculum frameworks
- Textbooks and instructional materials
- Professional development
- Assessments
  - Race to the Top Assessment Program Competition
- Accountability
## Materials Implementation Timeline 1

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Math</th>
<th>ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Commission approves plan, timeline and criteria committee</td>
<td>completed</td>
<td>1/2012</td>
</tr>
<tr>
<td>application</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field review of framework</td>
<td>9/2012</td>
<td>9/2013</td>
</tr>
<tr>
<td>SBE action on framework</td>
<td>5/2013</td>
<td>5/2014</td>
</tr>
<tr>
<td>Common core assessments</td>
<td>2014-15</td>
<td>2014-15</td>
</tr>
</tbody>
</table>

Assumes legislation to lift suspension under EC Section 60200.7 and Curriculum Commission funding for 2011 and subsequent years.
## Materials Implementation Timeline 2

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Math</th>
<th>ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Commission approves plan, timeline and criteria committee application</td>
<td>completed</td>
<td>1/2015</td>
</tr>
<tr>
<td>Common core assessments</td>
<td>2014-15</td>
<td>2014-15</td>
</tr>
<tr>
<td>SBE action on framework</td>
<td>5/2015</td>
<td>5/2017</td>
</tr>
<tr>
<td>Materials submission</td>
<td>3/2017</td>
<td>3/2017</td>
</tr>
<tr>
<td>SBE approves materials</td>
<td>11/2017</td>
<td>11/2019</td>
</tr>
</tbody>
</table>

Assumes no legislative action to lift suspension under EC Section 60200.7 and the activities of the Curriculum Commission are funded
Race to the Top Assessment Program Competition

- Responded to current federal assessment and accountability requirements
- Reading/language arts in grades 3–8 and at least once in grades 10–12
- Mathematics in grades 3–8 and at least once in grades 10–12
RTTT Assessment Requirements for Comprehensive Systems

- Build upon **shared standards** for college- and career-readiness;

- Measure **individual growth** as well as proficiency;

- Measure the extent to which each student is on track, at each grade level tested, toward college or career readiness by the time of high school completion and;

  *(US Department of Education, 2009)*
RTTT Assessment Requirements for Comprehensive Systems

- Provide information that is useful in informing:
  - Teaching, learning, and program improvement;
  - Determinations of school effectiveness;
  - Determinations of principal and teacher effectiveness for use in evaluations and the provision of support to teachers and principals; and
  - Determinations of individual student college and career readiness, such as determinations made for high school exit decisions, college course placement to credit-bearing classes, or college entrance

*(US Department of Education, 2009)*
Two Assessment Consortia Awarded Funds

**Smarter Balanced Assessment Consortium (SBAC)**

- On September 2, 2010, SBAC awarded $160 million
- An additional 15.9 million awarded to each consortium to help all participating states with the transition to common core and common assessments

**Partnership for Assessment of Readiness for College and Career (PARCC)**

- On September 2, 2010, PARCC awarded $170 million
- An additional 15.9 million awarded to each consortium to help all participating states with the transition to common core and common assessments
PARCC PURPOSES as IDENTIFIED IN THE MOU

• Measure students’ college and career readiness by the end of high school and progress toward this target.

• To provide assessments and results that:
  – Are comparable across states at the student level
  – Meet internationally rigorous benchmarks
  – Allow valid measures of student longitudinal growth
  – Serve as a signal for good instructional practices
PARCC PURPOSES as IDENTIFIED IN THE MOU (cont.)

• To support multiple levels and forms of accountability including:
  – Decisions about promotion and graduation for individual students
  – Teacher and leader evaluations
  – School accountability determinations
  – Determinations of principal and teacher professional development and support needs
  – Teaching, learning, and program improvement
PARCC Distributed Assessment System

PARTNERSHIP RESOURCE CENTER: Digital library of released items, formative assessments, model curriculum frameworks, curriculum resources, student and educator tutorials and practice tests, scoring training modules, and professional development materials

Focused ASSESSMENT 1
- ELA
- Math

Focused ASSESSMENT 2
- ELA
- Math

Focused ASSESSMENT 3
- ELA
- Math

END OF YEAR COMPREHENSIVE ASSESSMENT

Summative assessment for accountability

Required, but not used for accountability

Focused ASSESSMENT 4
- Speaking
- Listening

Mar-23-11
SMARTER-Balanced Key Elements

The comprehensive assessment system developed by the Consortium will include the following key elements and principles:

• A Comprehensive Assessment System
  – integrated learning system of standards, curriculum, assessment, instruction and teacher development
  – inform decision-making by including formative strategies, interim assessments, and summative assessments

• Measure the full range of the Common Core Standards
  – higher-order skills such as problem solving, analysis, synthesis, and critical thinking

• Teachers will be involved in the design, development, and scoring of assessment items and tasks.
SMARTER-Balanced Key Elements (cont.)

- Technology will enable adaptive testing
- Support evaluations of student growth, as well as school, teacher, and principal effectiveness
- On-demand and curriculum-embedded assessments will be incorporated over time.
- Universal Design
- Optional components will allow States flexibility
SBAC Theory of Action

- All students leave high school college and career ready
- Adaptive summative assessments benchmarked to college & career readiness
- Teachers can access formative tools and practices to improve instruction
- Interim assessments that are flexible and open

Common Core State Standards specify K-12 expectations for college and career readiness
<table>
<thead>
<tr>
<th>Year</th>
<th>SBAC</th>
<th>PARCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 – 2012</td>
<td>Development of formative tools, processes, practices, and professional development begins</td>
<td>2010-2011</td>
</tr>
<tr>
<td>2013</td>
<td>Review of screened state-owned item and development of new summative and interim items</td>
<td>2011-2012</td>
</tr>
<tr>
<td>2012</td>
<td>Interim item pool becomes available for use</td>
<td>2011 - 2012</td>
</tr>
<tr>
<td>2013</td>
<td>Field testing</td>
<td>2012-2014</td>
</tr>
<tr>
<td>January 2015</td>
<td>Operational summative assessments available</td>
<td>2014-2015</td>
</tr>
<tr>
<td>August 2015</td>
<td>Adoption of common achievement standards</td>
<td>Summer 2015</td>
</tr>
</tbody>
</table>
Consortia Options

- Recommit to PARCC as advisory/participating state, or
- Recommit to PARCC as advisory/participating state and join SBAC as advisory/participating state, or
- Do not recommit to PARCC and join SBAC as an advisory/participating state, or
- Recommit to PARCC as a governing state, or
- Join SBAC as a governing state, or
- Do not join either consortium
Legislative Activity

- AB 250 - Brownley
  - Superintendent sponsored
  - Begin a process for the development and adoption of curriculum frameworks and instructional materials aligned to the common core state standards
  - Extend the operative date of the state’s assessment system by one year
  - Create professional development training opportunities
Resources

• Information about the common core including implementation timelines: http://www.cde.ca.gov/ci/cc/

• PARCC information: http://www.fldoe.org/parcc/ (Outside Source)

• SBAC information: www.k12.wa.us/SMARTER (Outside Source)