Charting the Course Ahead: Arkansas Implements the Common Core Standards

April 29, 2011

Christine Tell, Achieve

Achieve
American Diploma Project Network

Arkansas has taken critical steps to prepare all students for college and careers

- In 2004 Arkansas was one of only 3 states to adopt college- and career-ready graduation requirements.
- In 2006 Arkansas aligned high school graduation standards with college admission requirements
- In 2005 Arkansas joined the ADP Assessment Consortium in the creation of a rigorous Algebra II exam, administered for the first time in 2008
- In 2009 Arkansas was recognized for its exemplary longitudinal data system which satisfies all ten essential Data Quality Campaign elements

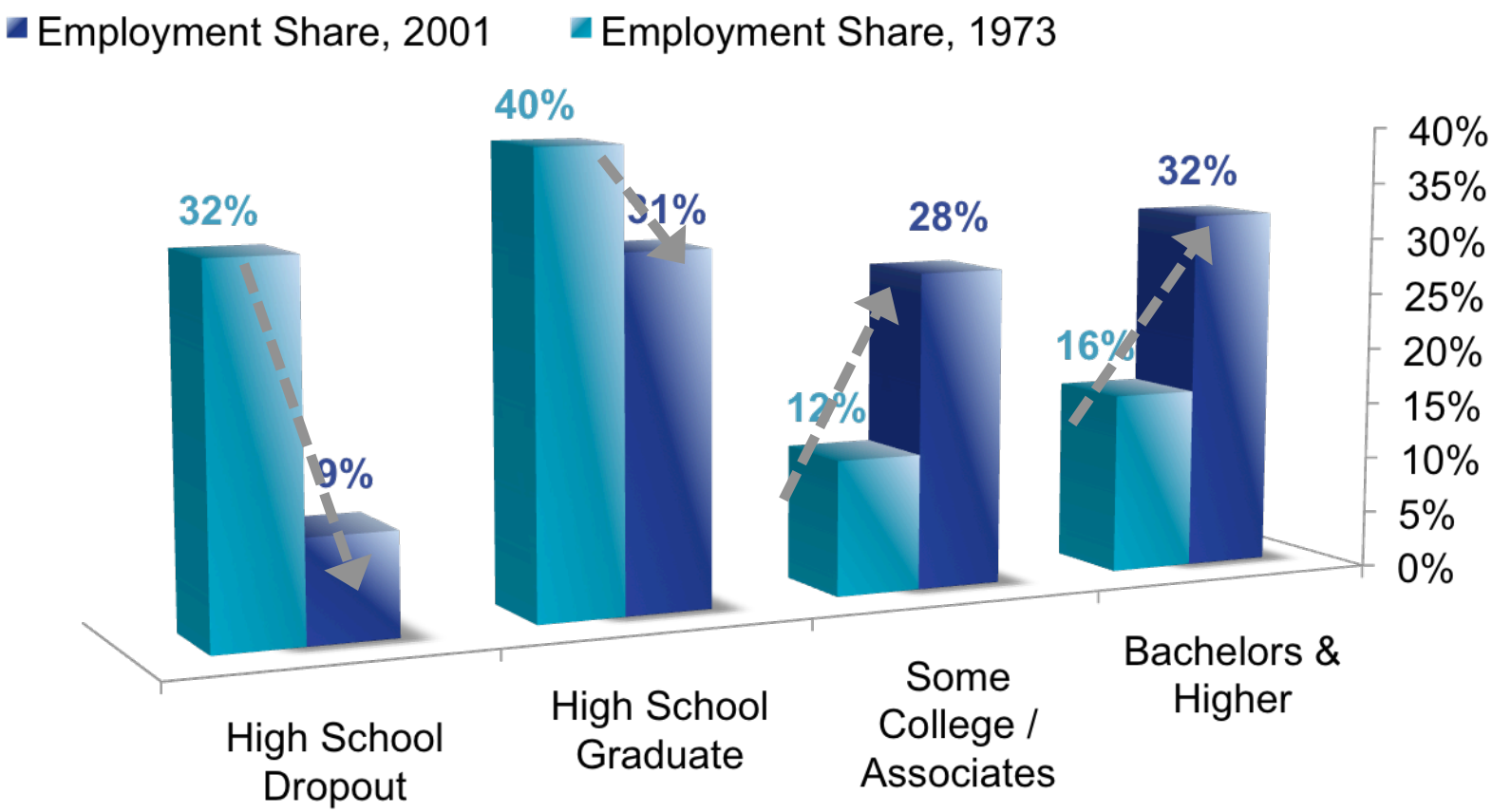
A HIGH SCHOOL DIPLOMA IS NO LONGER ENOUGH FOR SUCCESS

The changing economy is accelerating the expectations gap, as careers increasingly require some education/training beyond high school, and more developed knowledge and skills.

Achieve

American Diploma Project Network

Jobs in Today's Workforce Require More Education & Training



Source: Carnevale, Anthony P. and Donna M. Desrochers, *Standards for What? The Economic Roots of K–16 Reform,* Educational Testing Service, 2003.

The Rise of the Middle-Skill Jobs

High-skill jobs

- Occupations in the professional/ technical and managerial categories.
- Often require four-year degrees and above

Middle-skill jobs

- Occupations that include clerical, sales, construction, installation/repair, production, and transportation/material moving.

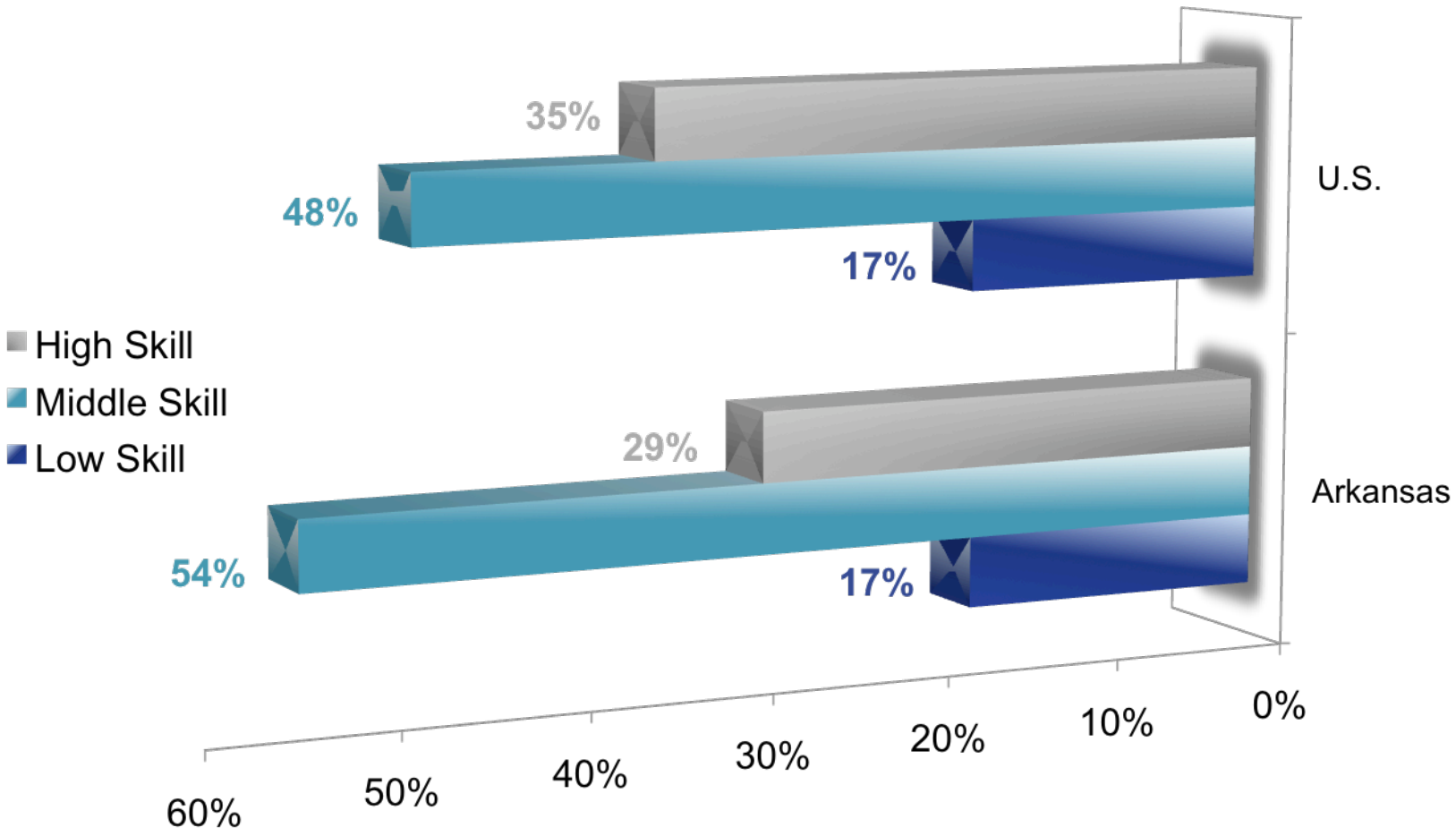
Low-skill jobs

- Occupations in the service and agricultural categories.

Often require some education and training beyond high school (but typically less than a bachelor's degree), including associate's degrees, vocational certificates, significant on-the-job training.

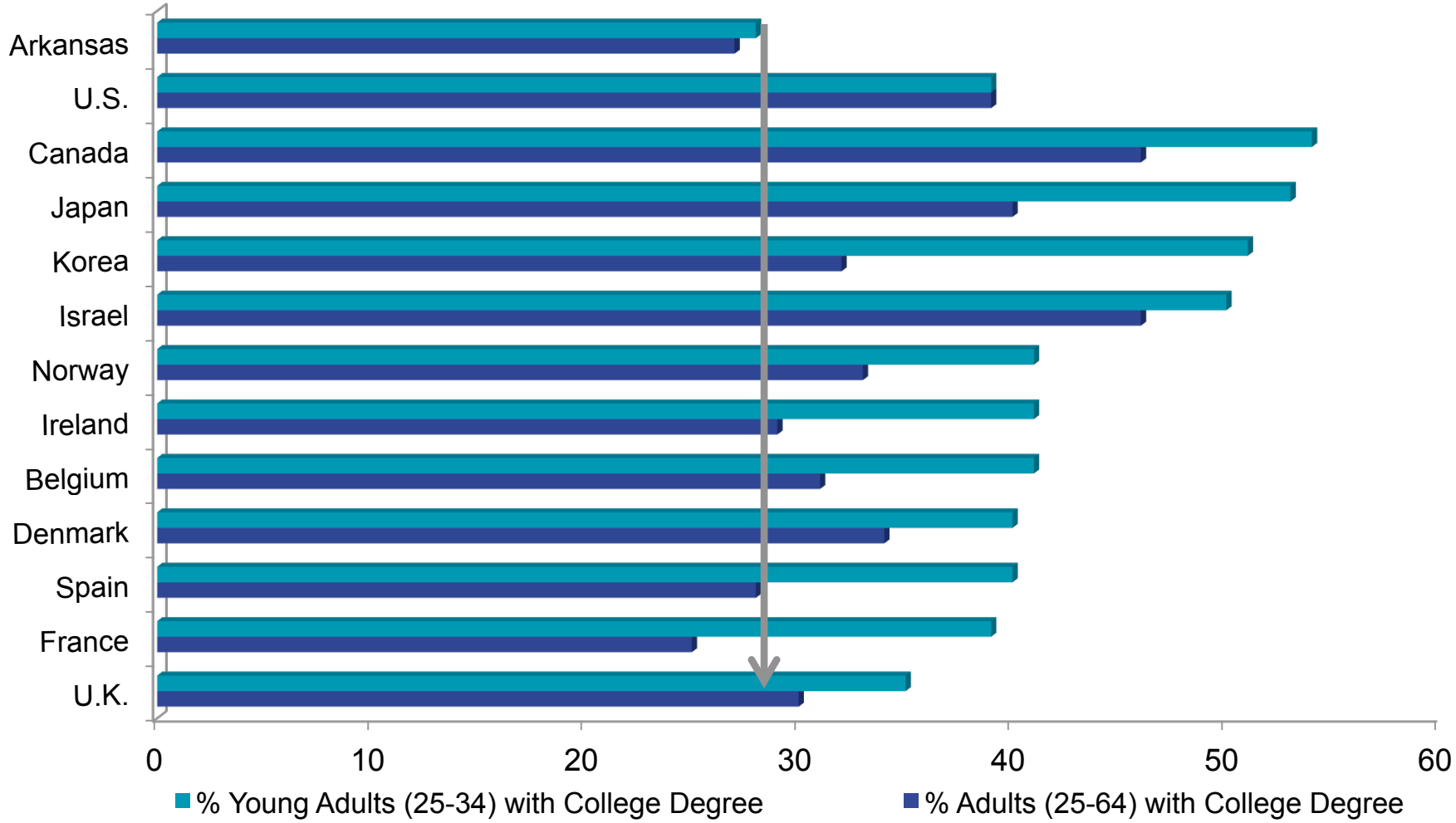
Source: The Future of Middle-Skill Jobs" by Harry J. Holzer and Robert I. Lerman, Brookings Institution, February 2009.

Employment Shares by Occupational Skill Level, 2006



Source: The Future of Middle-Skill Jobs" by Harry J. Holzer and Robert I. Lerman, Brookings Institution, February 2009.

America's International Edge is Slipping



Source: OECD, "Education at a Glance," 2007 (All rates are self-reported)

America's International Edge is Slipping

% of Citizens with Postsecondary Degrees Among OECD Countries, by Age Group (2006)					
	55-64	**45-54**	**35-44**	**25-34**	**ALL (25-64)**
1	U.S. (38%)	Canada (43%)	Canada (51%)	Canada (55%)	Canada (47%)
2	Canada (37%)	U.S. (40%)	Japan (46%)	Japan (54%)	Japan (40%)
3	N.Z. (30%)	Japan (39%)	Finland (41%)	Korea (53%)	U.S. (39%)
4	Denmark (28%)	N.Z. (38%)	U.S. (41%)	N.Z. (44%)	N.Z. (38%)
5	Finland (27%)	Finland (34%)	N.Z. (39%)	Ireland (42%)	Finland (35%)
6	Australia (26%)	Denmark (33%)	Korea (37%)	Belgium (42%)	Denmark (35%)
7	Sweden (25%)	Australia (32%)	Denmark (36%)	Norway (42%)	Australia (33%)
8	Norway (25%)	Norway (30%)	Belgium (35%)	France (41%)	Korea (33%)
9	Neth. (25%)	Neth. (30%)	Norway (35%)	Denmark (41%)	Norway (33%)
10	U.K. (24%)	Switz. (29%)	Iceland (34%)	U.S. (39%)	Belgium (32%)
11	Switz. (24%)	Iceland (29%)	Australia (33%)	Spain (39%)	Ireland (31%)
12	Japan (23%)	U.K. (29%)	Switz. (33%)	Sweden (39%)	Sweden (31%)
13	Germany (23%)	Sweden (29%)	Ireland (33%)	Australia (39%)	U.K. (30%)
14	Belgium (22%)	Belgium (27%)	Spain (31%)	Finland (38%)	Neth. (30%)
15	Iceland (21%)	Germany (25%)	U.K. (31%)	U.K. (37%)	Switz. (30%)
	Arkansas (27%)				

Source: OECD Education at a Glance, 2007; National Center for Higher Education Management Systems analysis of 2007 American Community Survey. http://www.higheredinfo.org

FAR TOO MANY STUDENTS DROP OUT OR GRADUATE FROM HIGH SCHOOL UNPREPARED FOR REAL WORLD CHALLENGES

Achieve

American Diploma Project Network

The Leaking Pipeline:
Of Every 100 9th Graders in Arkansas…

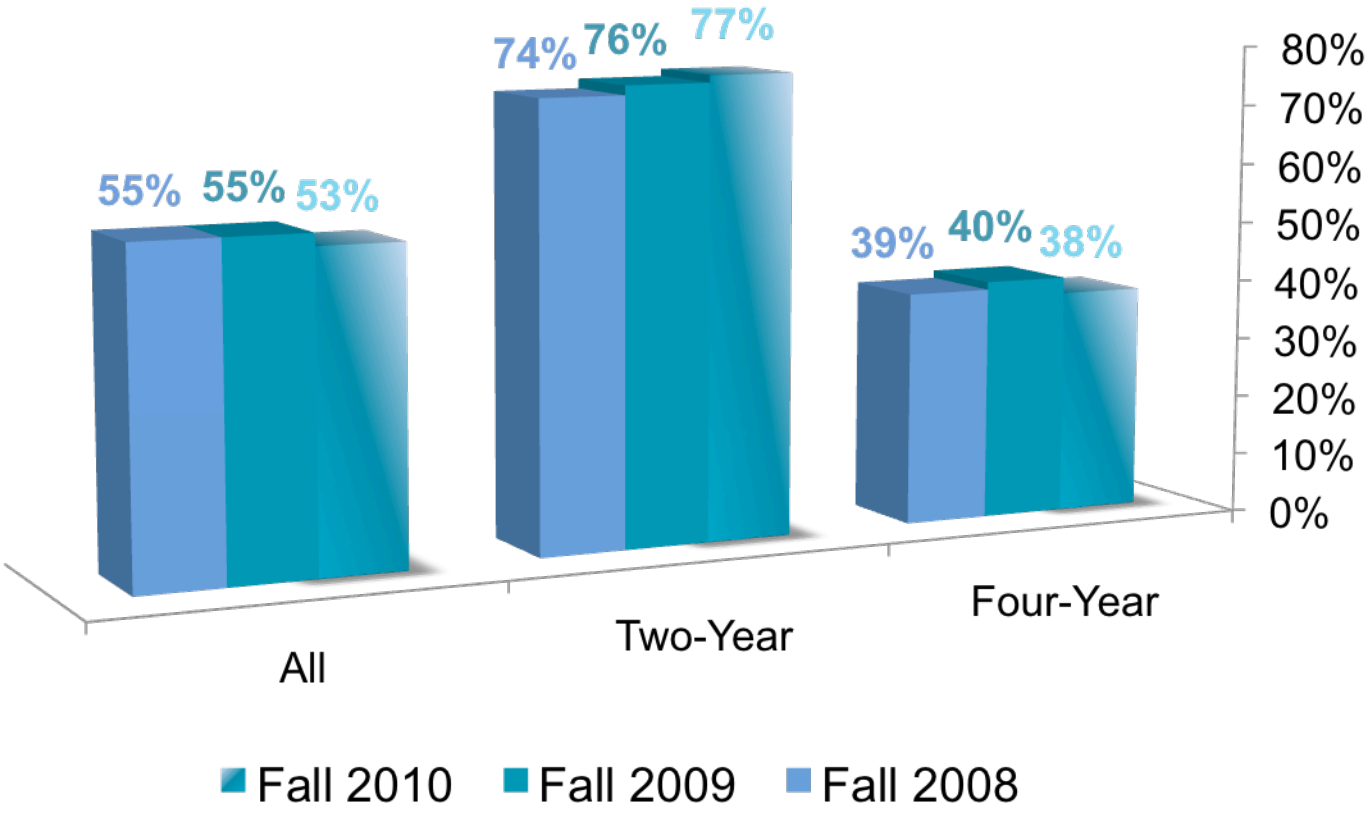
	100		Start 9th grade
21 lost			
	79		Graduate high school
34 lost			
	4-YEAR SCHOOL	2-YEAR SCHOOL	
	31	14	Enter college
16 lost			
	22	7	Return sophomore year
19 lost			
	7	3	Graduate
	on-time	150% time (on-time not available)	

Note: Sum of the numbers entering 4-year and 2-year schools may not match combined total due to rounding.

Source: Complete College America "Arkansas Alliance of States" Fact Sheet. NCES, IPEDS Graduation Rate Survey, analyzed by National Center for Management of Higher Education Systems.

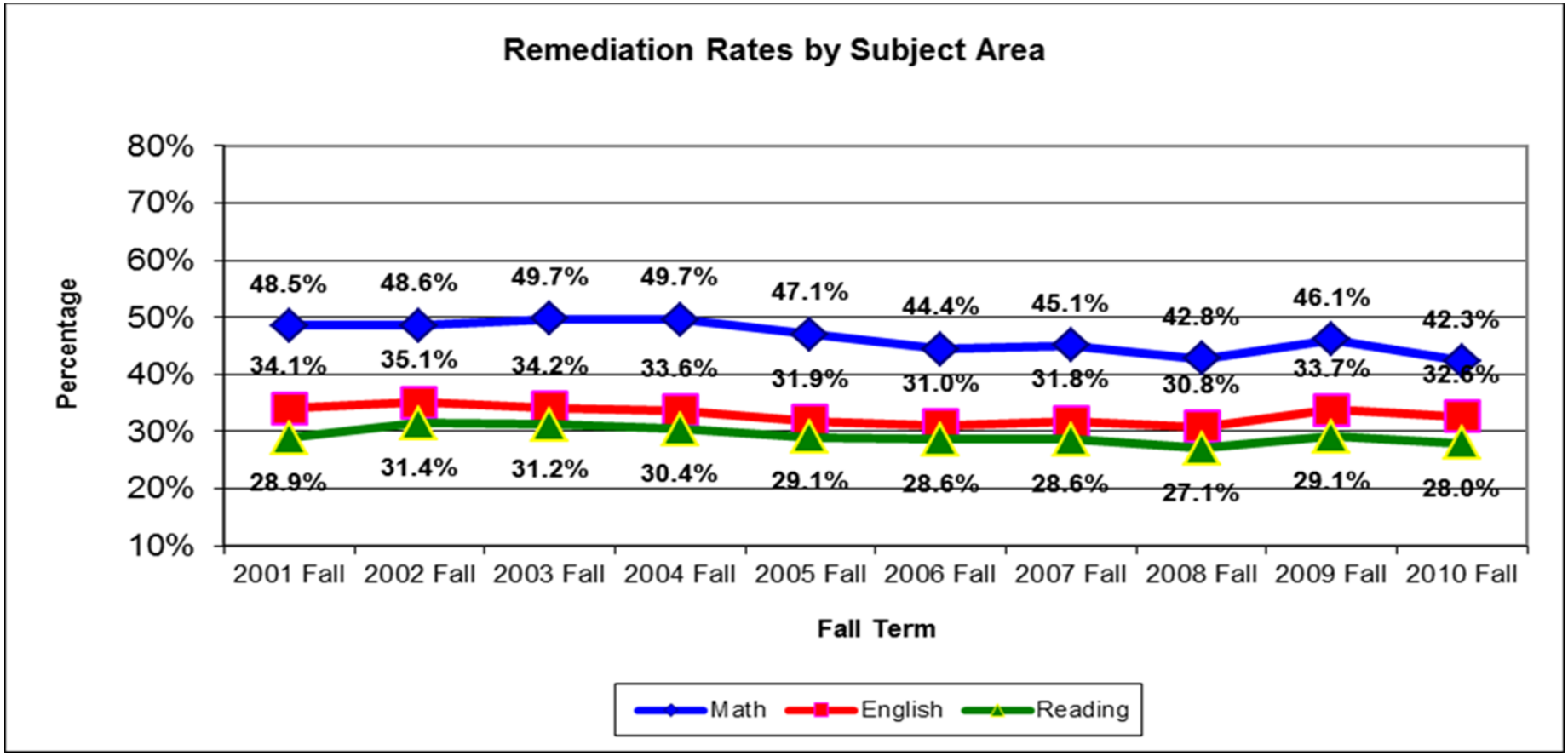
Enrollment in College Does NOT Equal College Readiness

Percentage of Arkansas's first-year students in two-year and four-year institutions requiring remediation



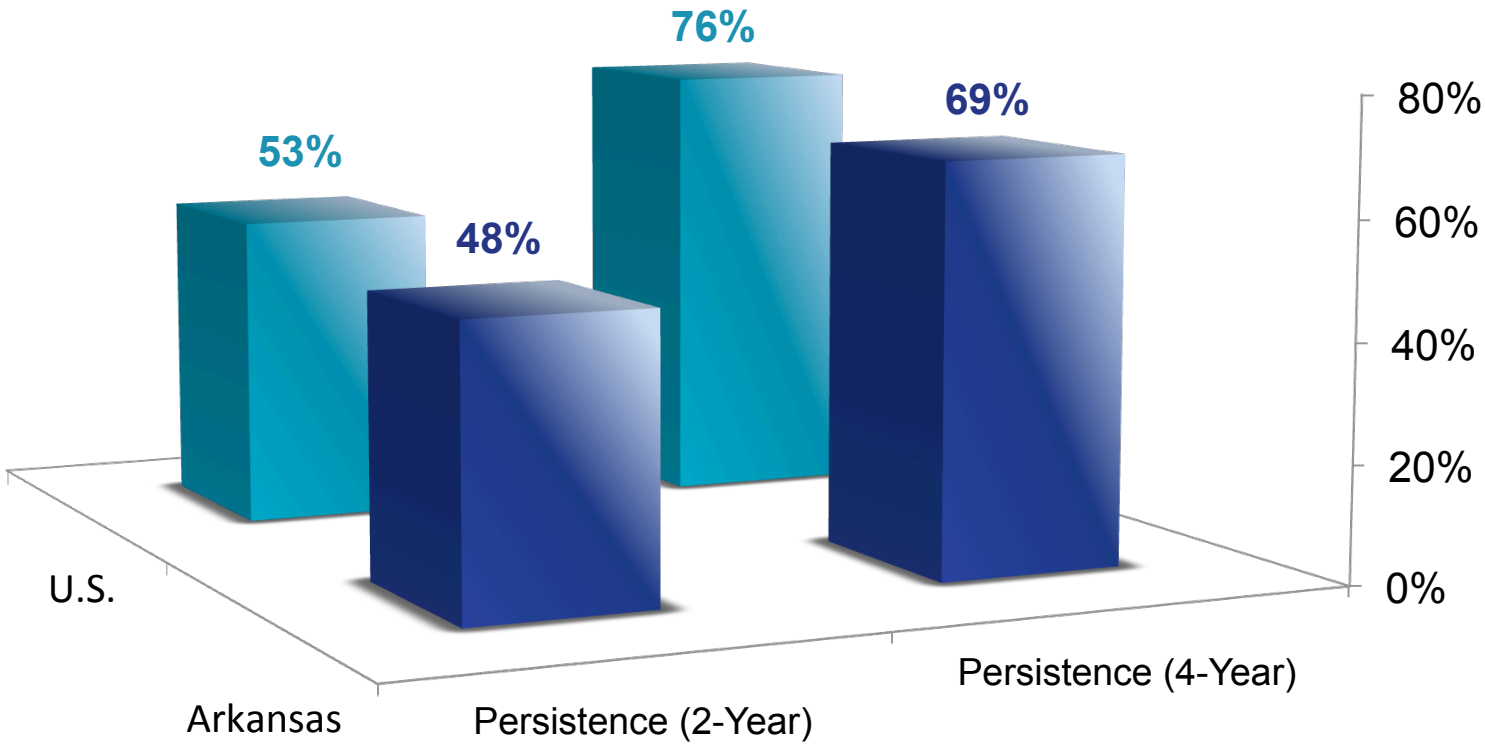
Source: Arkansas Department of Higher Education (2010). "Comprehensive Arkansas Higher Education Annual Report http://www.adhe.edu/SiteCollectionDocuments/Comprehensive%20Report/2010/13%20-%20Remediation_Rates_CAHEAR_CCOMPLETE.pdf

Arkansas: Current Rates of Remediation By Subject Area



Source: Arkansas Department of Higher Education (2010). "Comprehensive Arkansas Higher Education Annual Report http://www.adhe.edu/SiteCollectionDocuments/Comprehensive%20Report/2010/13%20-%20Remediation_Rates_CAHEAR_CCOMPLETE.pdf

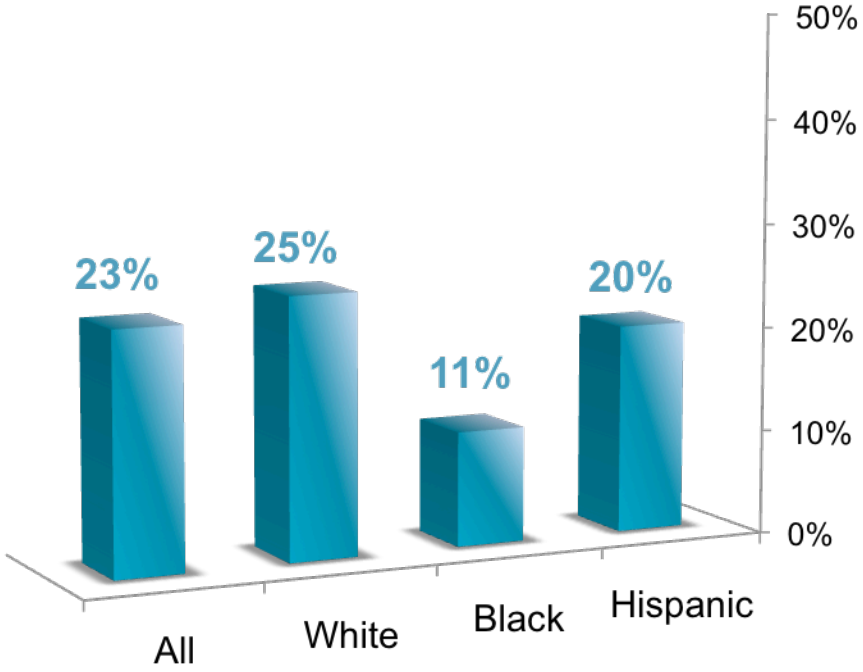
How Many College Students Return Their Sophomore Year?



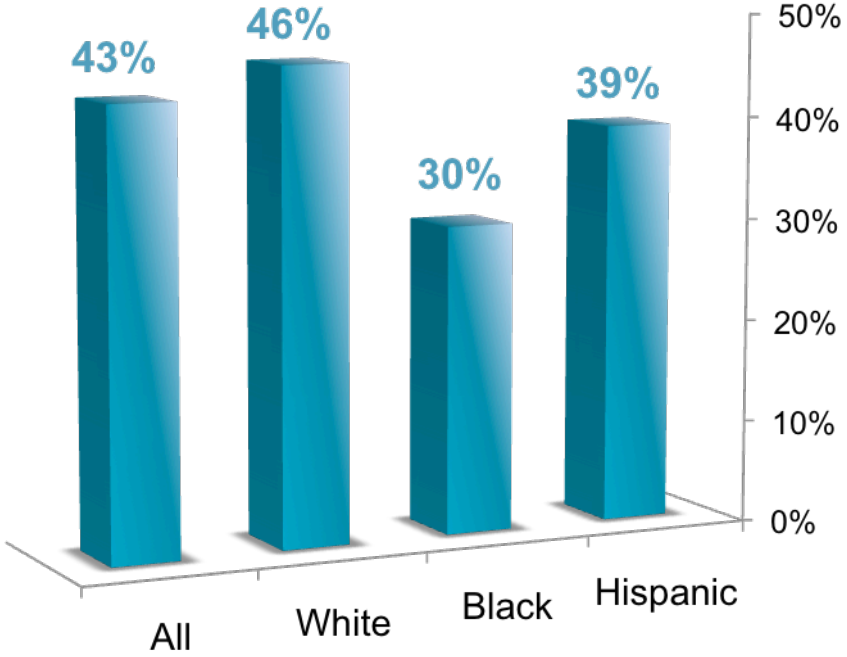
Source: Measuring Up (2008). *The National Report Card on Higher Education.* http://measuringup2008.highereducation.org/index.php; National Center for Education Statistics (2003), *Remedial Education at Degree-Granting Postsecondary Institutions in Fall 2000.*

How Many Arkansas College Students Earn a Postsecondary Degree?

Percent of students earning an associates' degree within three years, 2008



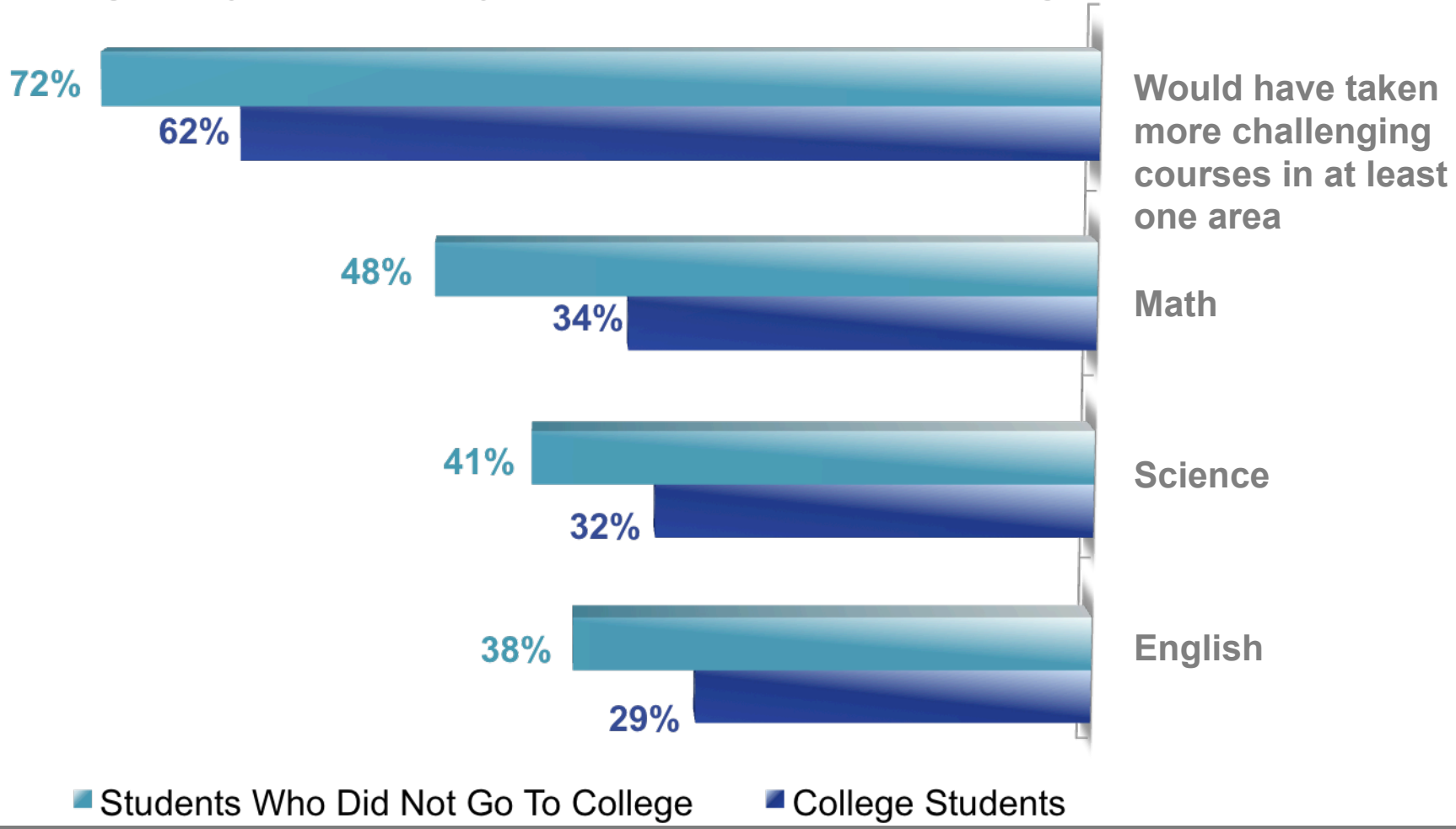
Percent of students earning a bachelors' degree within six years (public and private), 2008



Source: Complete College America "Arkansas Alliance of States" Fact Sheet. NCES, IPEDS Graduation Rate Survey, analyzed by National Center for Management of Higher Education Systems.

The Majority of Graduates Would Have Taken Harder Courses, Particularly in Mathematics

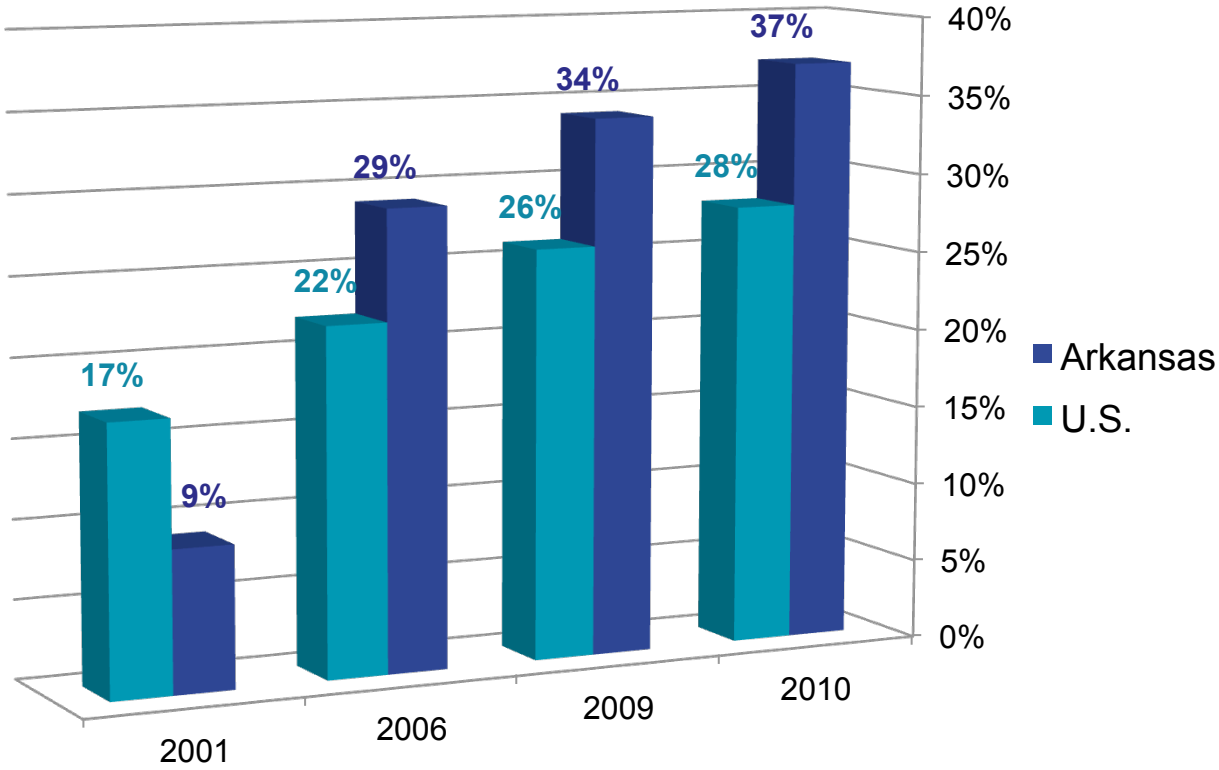
Knowing what you know today about the expectations of college/work …



Source: Peter D. Hart Research Associates/Public Opinion Strategies. (2005) *Rising to the Challenge: Are High School Graduates Prepared for College and Work?* Washington, DC: Achieve.

Arkansas Student Participation in Advanced Placement has Quadrupled since 2001

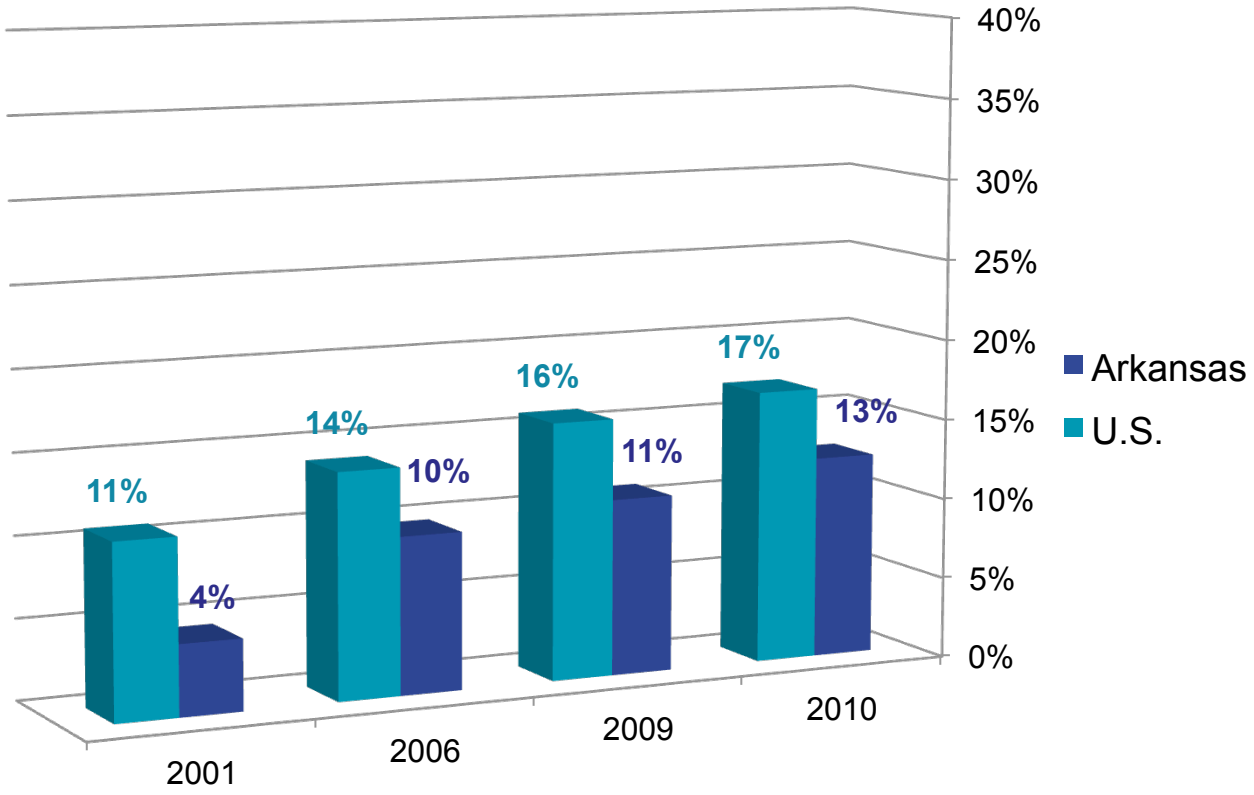
Percentage of Seniors Who Took an AP Exam in High School



Source: College Board, "7th Annual AP Report to the Nation, 2011." http://apreport.collegeboard.org/sites/default/files/downloads/pdfs/AP_RTN_2011.pdf

Student Success in Advanced Placement Courses Has Been More Measured

Percentage of Seniors Who Earned a 3 or Better on an AP Exam in High School



Source: College Board, "7th Annual AP Report to the Nation, 2011." http://apreport.collegeboard.org/sites/default/files/downloads/pdfs/AP_RTN_2011.pdf

The Importance of Rigorous Course-Taking in Closing Gaps

Students who take challenging courses and meet high standards are much more likely to enter college ready to succeed.

- 87% of first-generation college-going students – who took a highly rigorous course of study in high school – persisted in college or earned a degree after 18 months.
- Only 55% of first-generation students who took just a general curriculum persisted that long.

High school students who take advanced math double their chances of earning a postsecondary degree:

- 59% of low-income students who took advanced math in high school earned a bachelor's degree.
- 36% of low-income students who did not complete the rigorous high school course of study earned a bachelor's degree.

Source: Horn, L. and A.M. Nuñez (2000). *Mapping the Road to College: First-generation Students' Math Track, Planning Strategies, and Context of Support*. U.S. Department of Education. http://nces.ed.gov/pubs2001/2001153.pdf; Adelman, C. (2006). *The Toolbox Revisited: Paths to Degree Completion from High School through College*. U.S. Department of Education.

Broadening Awareness and Support

Questions

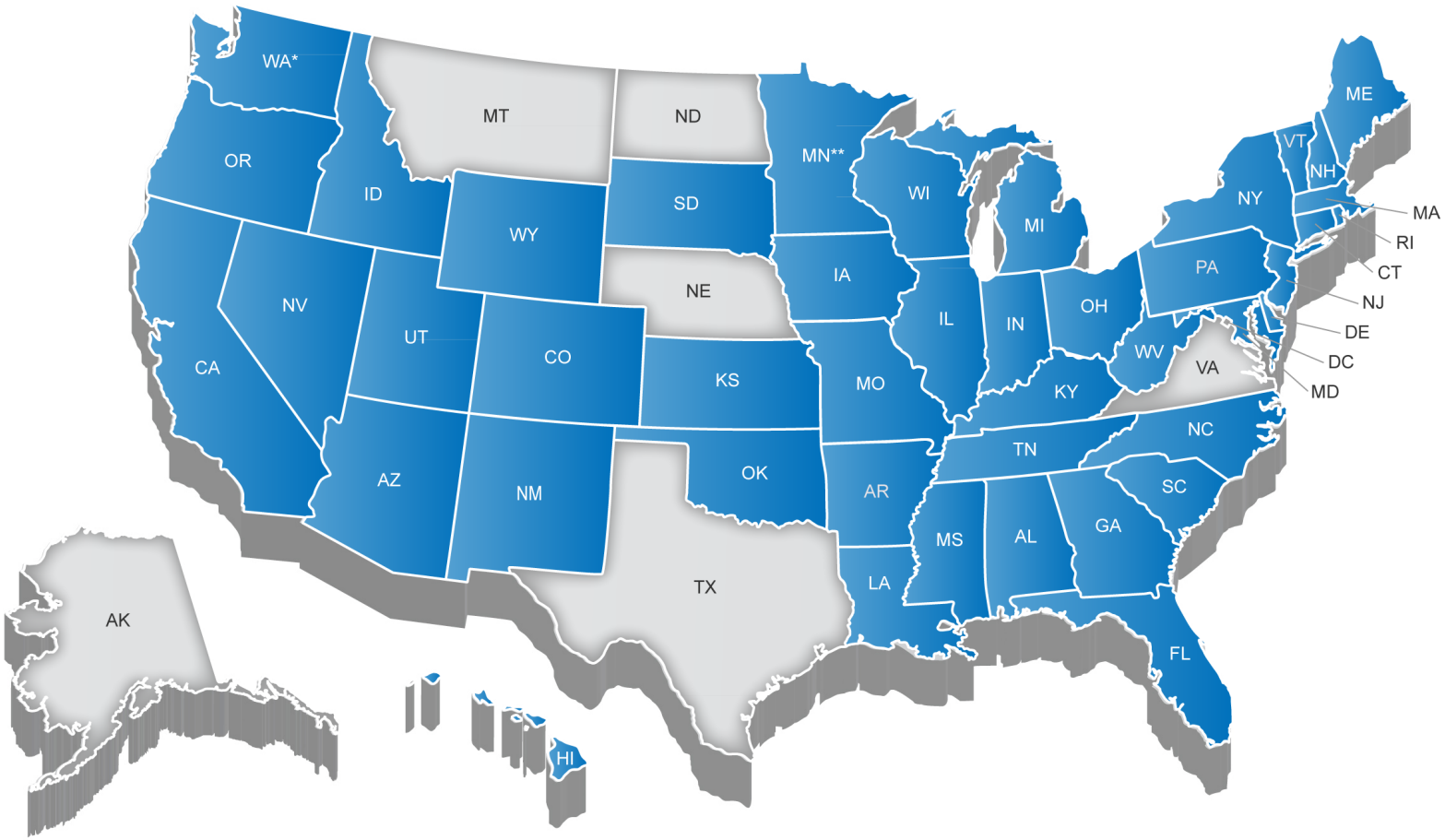
1. *Is there an understanding among key stakeholders (including K-12 educators, parents, teachers, postsecondary educators) about the need for the CCSS?*
2. *What communications and outreach efforts have been effective? What efforts are still needed?*
3. *What have you learned from the implementation of the Smart Core that has implications for broadening awareness and support for the CCSS?*

IMPLEMENTING THE COMMON CORE STATE STANDARDS IN ARKANSAS

Achieve

American Diploma Project Network

44 States + DC Have Adopted the Common Core State Standards



*** Washington has adopted the CCSS provisionally**
**** Minnesota adopted the CCSS in ELA only**

Common Core State Standards Design

Building on the strength of current state standards, the CCSS are designed to be:

- Focused, coherent, clear and rigorous
- Internationally benchmarked
- Anchored in college and career readiness*
- Evidence and research based

*Ready for first-year credit-bearing, postsecondary coursework in mathematics and English without the need for remediation.

Common Core State Standards for Mathematics

- **Grade-Level Standards**
  - K-8 grade-by-grade standards organized by domain
  - 9-12 high school standards organized by conceptual categories
- **Standards for Mathematical Practice**
  - Describe mathematical “habits of mind”
  - Standards for mathematical proficiency: reasoning, problem solving, modeling, decision making, and engagement
  - Connect with content standards in each grade

Overview of **K-8** Mathematics Standards

The K- 8 standards:

- The K-5 standards provide students with a solid foundation in *whole numbers, addition, subtraction, multiplication, division, fractions and decimals*
- The 6-8 standards describe robust learning in *geometry*, *algebra*, and *probability and statistics*
- Modeled after the focus of standards from high-performing nations, the standards for grades 7 and 8 include *significant algebra and geometry content*
- Students who have completed 7th grade and mastered the content and skills will be *prepared for algebra, in 8th grade or after*

Overview of K-8 Mathematics Standards

Each grade includes an overview of cross-cutting themes and critical areas of study

Grade 1 Overview

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

Number and Operations in Base Ten

- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Format of **K-8** Mathematics Standards

- **Domains:** overarching ideas that connect topics across the grades
- **Clusters:** illustrate progression of increasing complexity from grade to grade
- **Standards:** define what students should know and be able to do at each grade level

Domain

Number and Operations in Base Ten 3.NBT

Use place value understanding and properties of operations to perform multi-digit arithmetic.

Standard

1. Use place value understanding to round whole numbers to the nearest 10 or 100.
2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3. Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

Cluster

Overview of **High School** Mathematics Standards

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*.

Format of **High School** Mathematics Standards

- **Content categories:** overarching ideas that describe strands of content in high school
- **Domains/Clusters:** groups of standards that describe coherent aspects of the content category
- **Standards:** define what students should know and be able to do at each grade level
- High school standards are organized around five conceptual categories: *Number and Quantity, Algebra, Functions, Geometry,* and *Statistics and Probability*
- Modeling standards are distributed under the five major headings and are indicated with a (★) symbol.
- Standards indicated as (+) are beyond the college and career readiness level but are necessary for advanced mathematics courses, such as calculus, discrete mathematics, and advanced statistics. Standards with a (+) may still be found in courses expected for all students.

Gap Analysis (Mathematics)

How Well Aligned Do You Think the Arkansas Standards are to the CCSS in Mathematics?

Gap Analysis (Mathematics)

- Arkansas's data in using Achieve's Common Core Comparison Tool (CCCTool) to conduct a gap analysis for purposes of adoption
- Key questions:
  - *Which CCSS concepts and skills are included in your state's standards?*
  - *How strong is the match?*
  - *Which concepts and skills are missing?*
  - *Which of CCSS occur <u>before</u> our grade level/grade band?*
  - *Which of the CCSS occur <u>after</u> our grade level/grade band?*
  - *How are the math practices incorporated?*

Gap Analysis (Mathematics)

Achieve uploaded the *Arkansas Mathematics Curriculum Framework* grades K-8 and high school courses into the Common Core Comparison Tool as follows (courses in order they appear in the document):

- K-8 (revised 2004)
- Algebra Connections (revised 2004)
- Algebra I (revised 2004, amended 2006)
- Geometry (revised 2004, amended 2006)
- Algebra II (revised 2004, amended 2006)
- Algebra III (revised 2004)
- Computer Mathematics (revised 2004)
- Topics in Finite Mathematics (revised 2004, amended 2008)
- Topics in Discrete Mathematics (revised 2004, amended 2008)
- Statistics (revised 2004)
- Transition to College Mathematics (revised 2004)
- PreCalculus including Trigonometry (revised 2004)

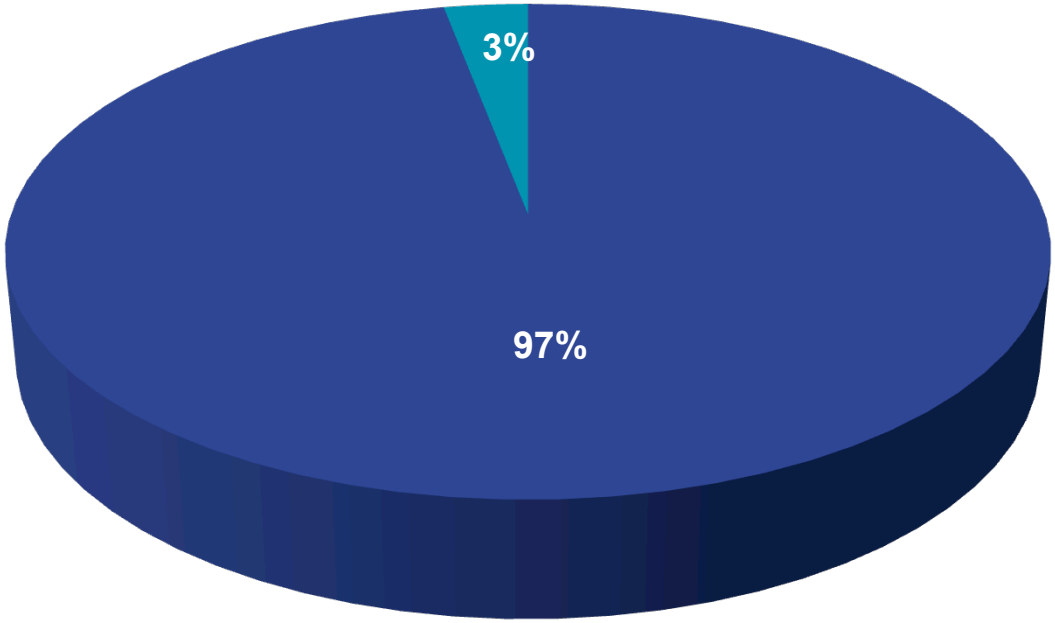
Crosswalks between the CCSS and the Arkansas Mathematics Standards

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

http://ccssarkansas.pbworks.com/w/page/32131061/CCSS-Arkansas

Gap Analysis (Mathematics): Overall

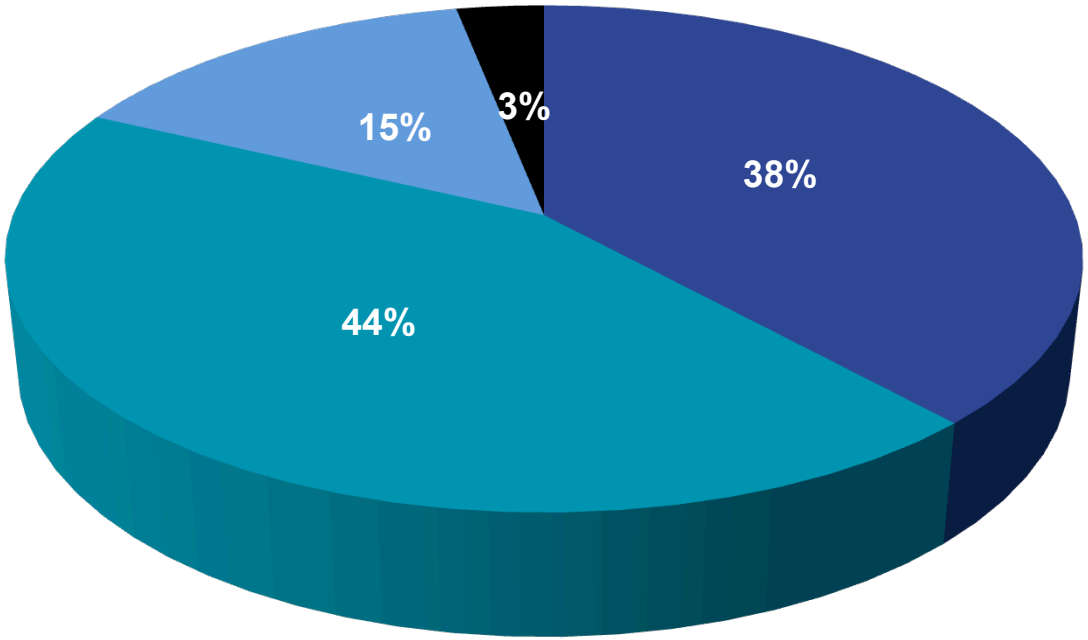
What percentage of the Common Core Math Standards were matched with the Arkansas Math Standards?



- CC Matched AR Standards
- CC Not Found in AR Standards

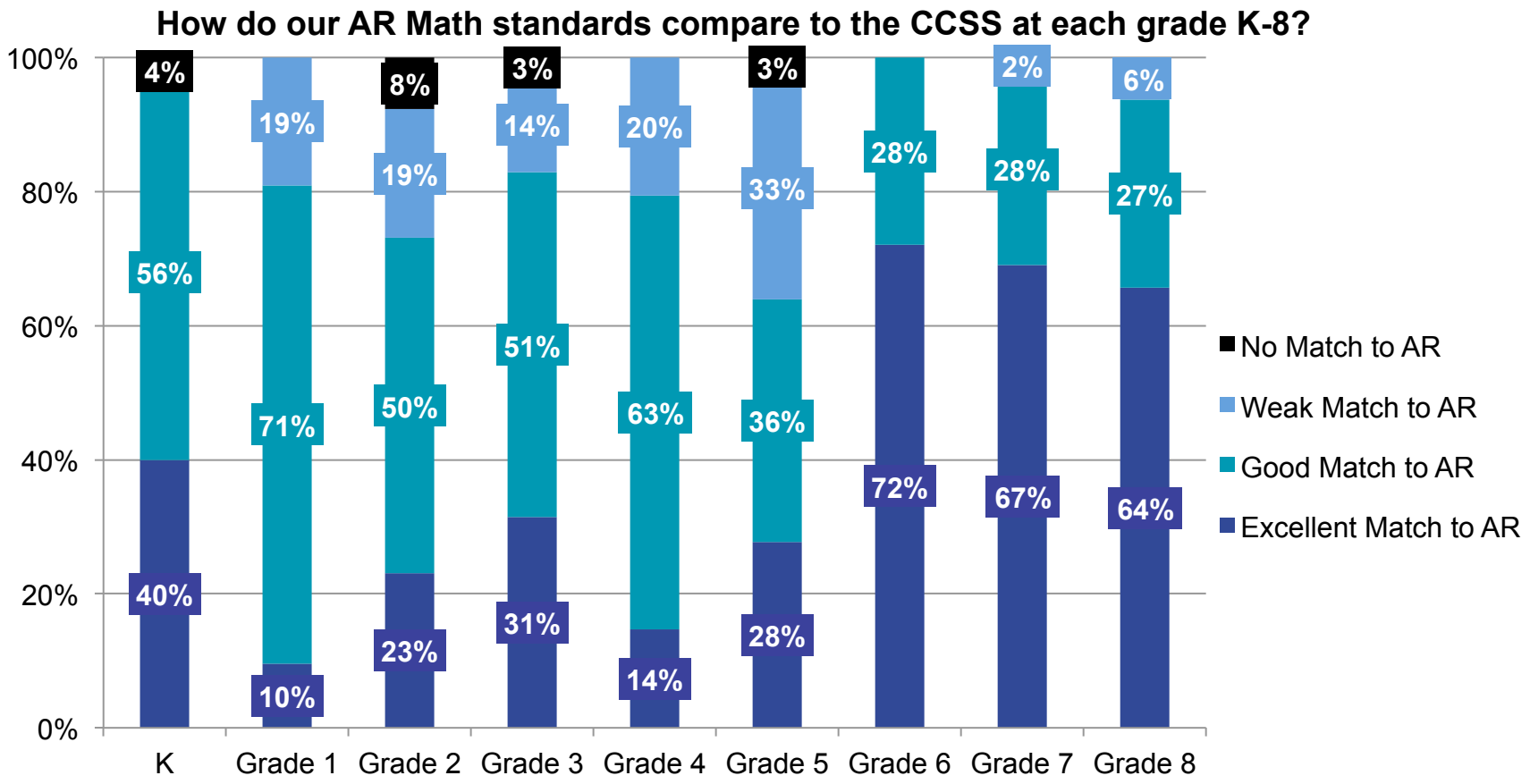
Gap Analysis (Mathematics): Digging Deeper into the Matched Standards

How Strong were the Matches Between the K-12 Common Core Standards and the Arkansas Math Standards? (n = 487)



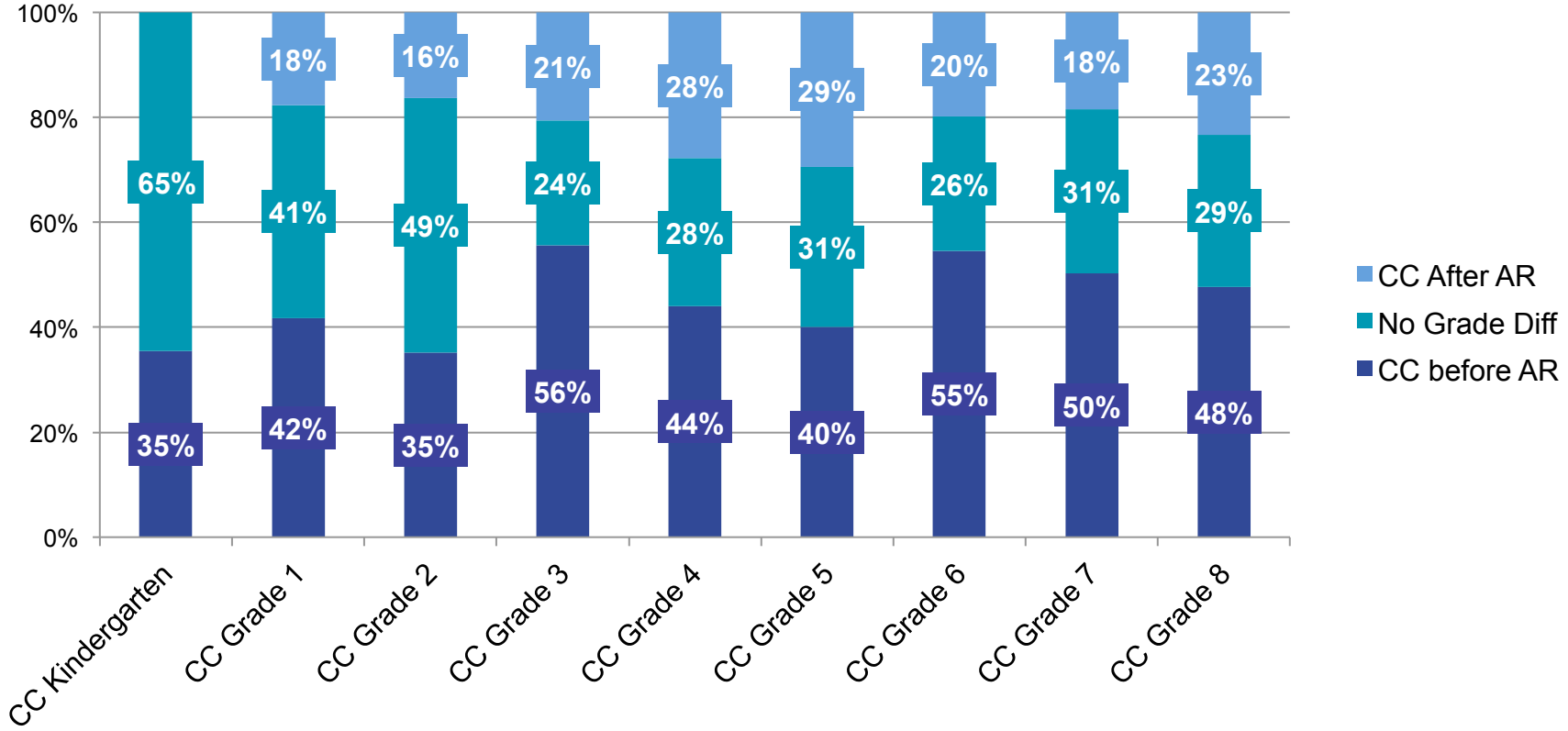
- Excellent Match to AR
- Good Match to AR
- Weak Match to AR
- No Match to AR

Gap Analysis (Mathematics): Strength of Alignment in K-8



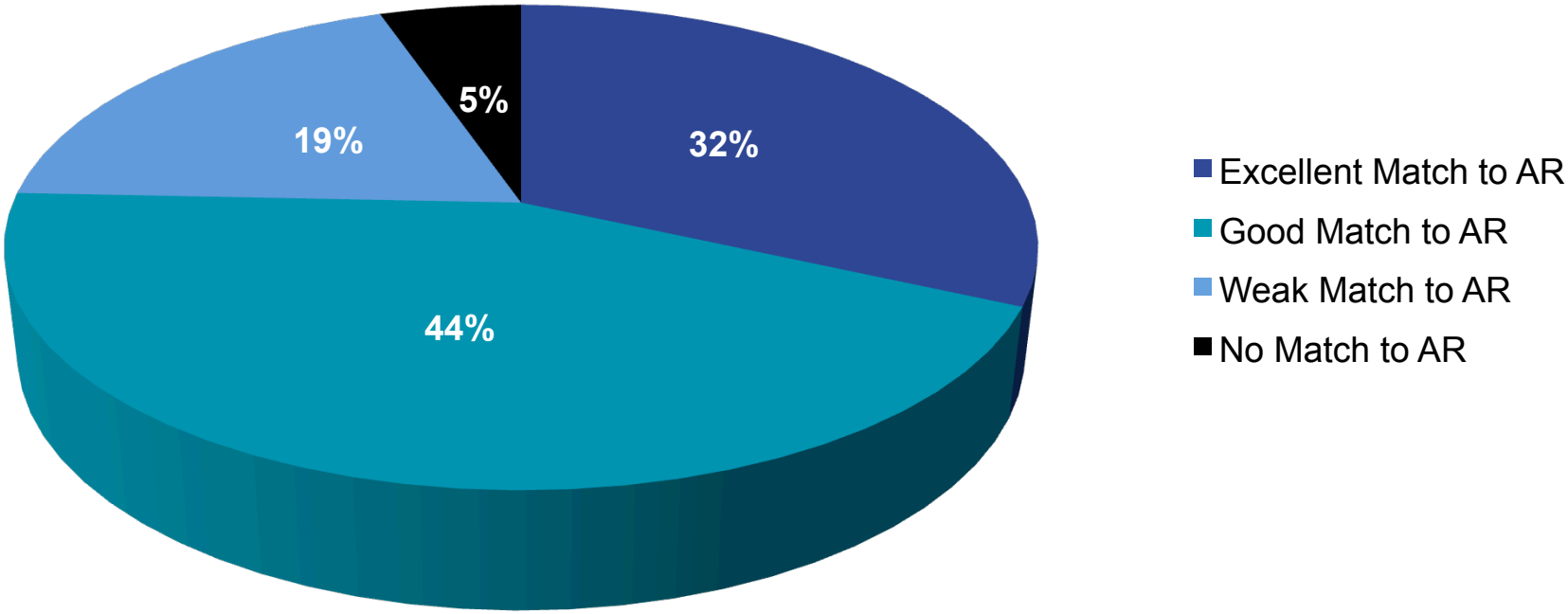
Gap Analysis (Mathematics): K-8 Grade-Level Differences

Where are the Grade level Similarities and Differences Between the Arkansas Math Standards and the Common Core Standards in Grades K-8?

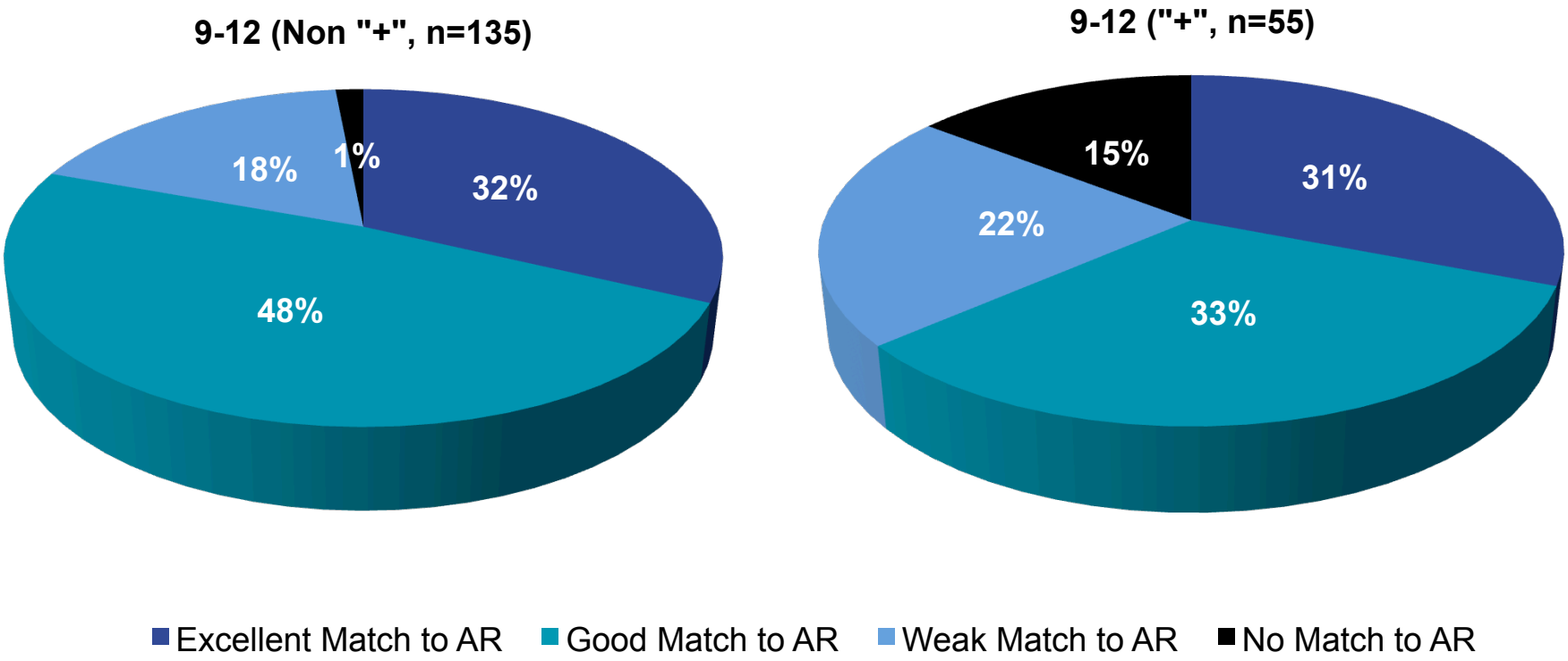


Gap Analysis (Mathematics): High School

How do our AR Math standards compare to the Common Core in high school (ALL 9-12 CC standards, n=190)?

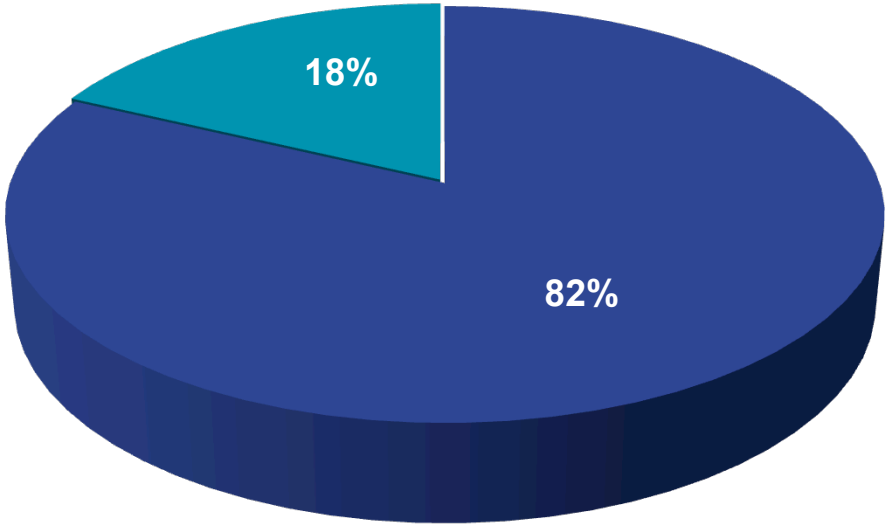


Gap Analysis (Mathematics): “Non +” vs. “+” High School Math Standards



Gap Analysis (Mathematics): The Other Side of the Coin

What percentage of the Arkansas Math standards appear/don't appear in the Common Core?



- State Standards Matched to Common Core
- State Standards Not Matched to Common Core

Step #1: Engage Teacher Teams in the analysis of alignment and gaps of the CCSS with the Arkansas Mathematics Standards

Mathematics

- Next step use the Arkansas CCCTool crosswalk for *IMPLEMENTATION* purposes
- Recommend a teacher team approach to this, grade level, cross grade level
- Key questions:
  - *Which CCSS concepts and skills are included at our grade level/grade band?*
  - *How strong is the match?*
  - *Which concepts and skills are missing?*
  - *Which of CCSS occur <u>before</u> our grade level/grade band?*
  - *Which of the CCSS occur <u>after</u> our grade level/grade band?*
  - *How are the Mathematics Practices incorporated?*

Common Core State Standards for English Language Arts and Literacy in History/ Social Studies, Science, and Technical Subjects

- **College and Career Readiness (CCR) Standards**
  - Overarching standards for each strand that are further defined by grade-specific standards
- **Grade-Level Standards in English Language Arts**
  - K-8, grade-by-grade
  - 9-10 and 11-12 grade bands for high school
  - Four strands: ***Reading***, ***Writing***, ***Speaking and Listening***, and ***Language***
- **Standards for Literacy in History/Social Studies, Science, and Technical Subjects**
  - Standards are embedded at grades K-5
  - Content-specific literacy standards are provided for grades 6-8, 9-10, and 11-12

Overview of **Reading** Strand

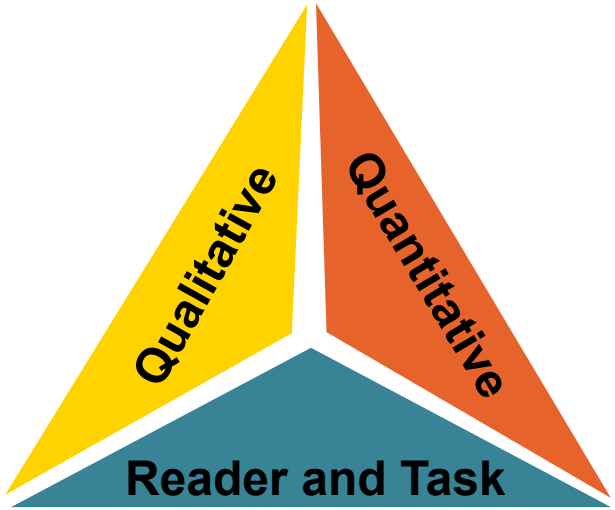
Reading

- Progressive development of reading comprehension; students gain more from what they read
- Emphasize the importance of grade-level texts that are of appropriate difficulty and are increasingly sophisticated
  - Standards for Reading Foundational Skills (K-5)
  - Reading Standards for Literature (K-12)
  - Reading Standards for Informational Text (K-12)
  - Reading Standards for Literacy in History/Social Studies (6-12)
  - Reading Standards for Literacy in Science and Technical Subjects (6-12)

Overview of Text Complexity

- Reading Standards include over exemplar texts (stories and literature, poetry, and informational texts) that illustrate appropriate level of complexity by grade
- Text complexity is defined by:

1. Qualitative measures – levels of meaning, structure, language conventionality and clarity, and knowledge demands
2. Quantitative measures – readability and other scores of text complexity
3. Reader and Task – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned



Example of Grade-Level Progression in Reading

CCR Reading Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Reading Standards for Literature	Reading Standards for Informational Text
Grade 3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	**Grade 3:** Describe the relationships between a series of historical events, scientific ideas of concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
Grade 7: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)	**Grade 7:** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
Grades 11-12: Evaluate various explanations for characters' actions or for events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	**Grades 11-12:** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Grade-Level Progression

Format highlights progression of standards across grades

Reading Standards for Literature K–5

RL

Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
6. Distinguish their own point of view from that of the narrator or those of the characters.	6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	6. Describe how a narrator's or speaker's point of view influences how events are described.

Overview of **Writing** Strand

Writing

- Expect students to compose arguments and opinions, informative/explanatory pieces, and narrative texts
- Focus on the use of reason and evidence to substantiate an argument or claim
- Emphasize ability to conduct research – short projects and sustained inquiry
- Require students to incorporate technology as they create, refine, and collaborate on writing
- Include student writing samples that illustrate the criteria required to meet the standards (See standards' appendices for writing samples)

Overview of **Speaking and Listening** and **Language** Strands

Speaking and Listening

- Focus on speaking and listening in a range of settings, both formal and informal – academic, small-group, whole-class discussions
- Emphasize effective communication practices
- Require interpretation and analysis of message as presented through oral, visual, or multimodal formats

Language

- Include conventions for writing and speaking
- Highlight the importance of vocabulary acquisition through a mix of conversation, direct instruction, and reading
- To be addressed in context of reading, writing, speaking and listening

Media and Technology are integrated throughout the standards.

Overview of Standards for **History/Social Studies, Science, and Technical Subjects**

Reading Standards for History/Social Studies, Science, and Technical Subjects

- Knowledge of domain-specific vocabulary
- Analyze, evaluate, and differentiate primary and secondary sources
- Synthesize quantitative and technical information, including facts presented in maps, timelines, flowcharts, or diagrams

Writing Standards for History/Social Studies, Science, and Technical Subjects

- Write arguments on discipline-specific content and informative/explanatory texts
- Use of data, evidence, and reason to support arguments and claims
- Use of domain-specific vocabulary

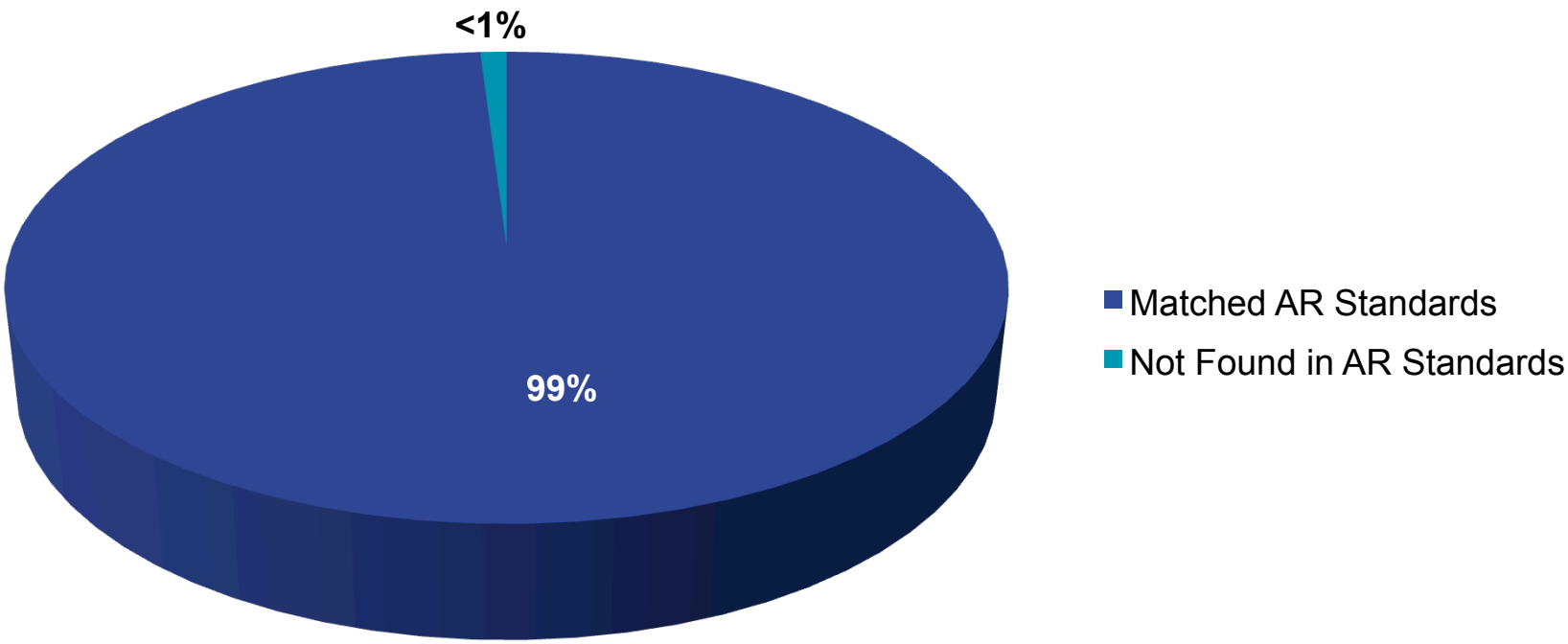
How Well Aligned Do You Think the Arkansas Standards are to the CCSS in ELA/Literacy?

Crosswalks between the CCSS and the Arkansas English Standards

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

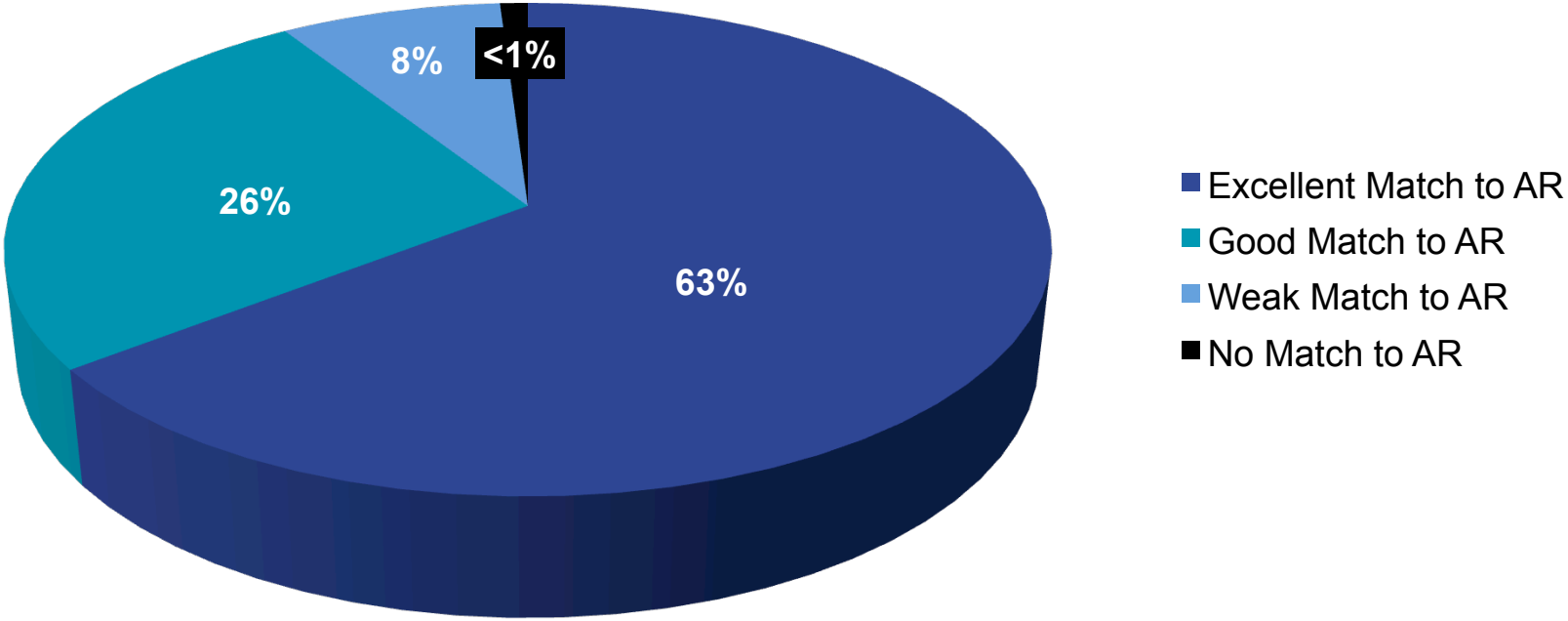
Gap Analysis (ELA): Overall

What percentage of the Common Core ELA Standards matched with the Arkansas ELA Standards?



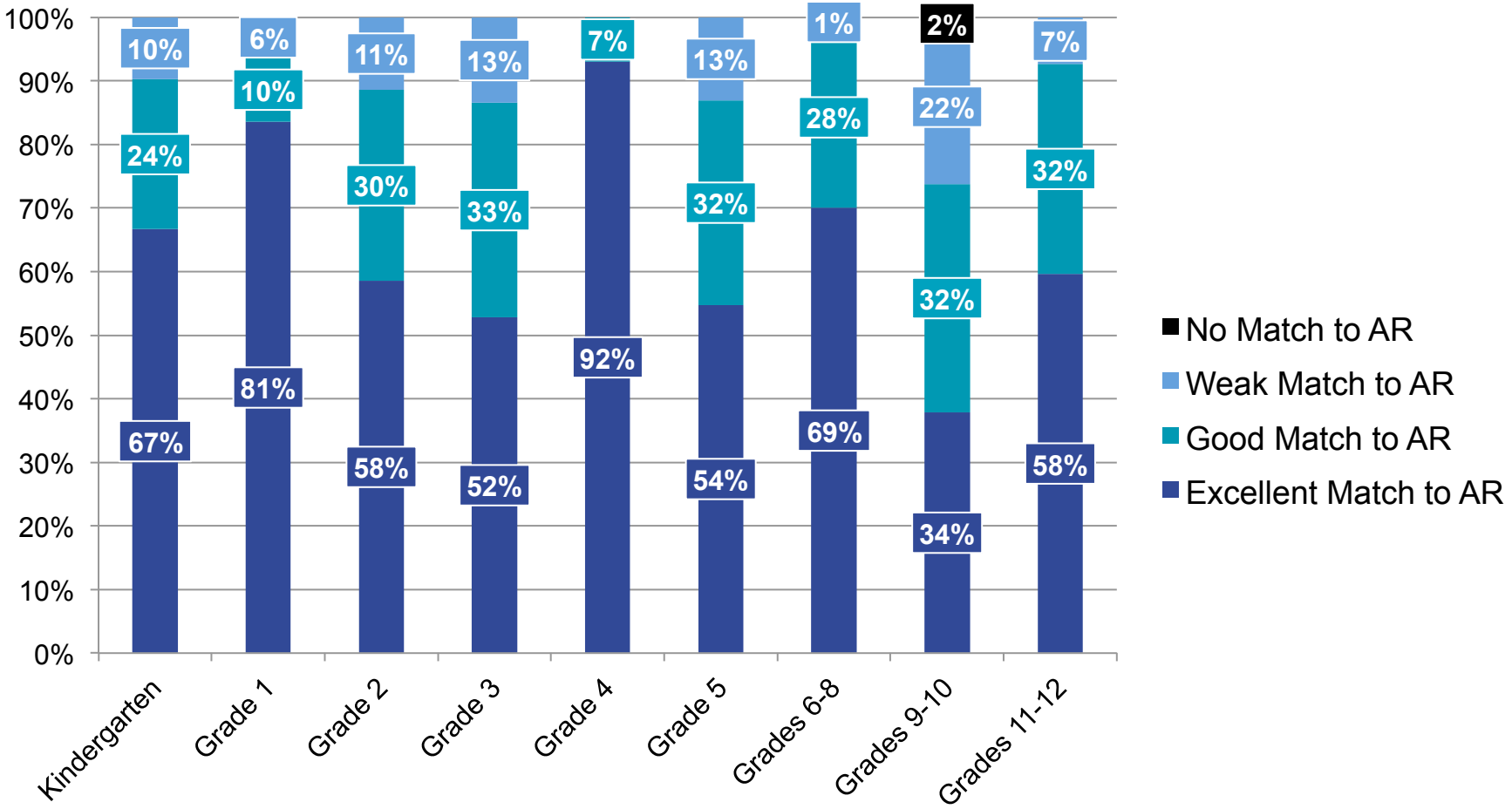
Gap Analysis (ELA):
Digging Deeper into the Matched Standards

How Strong were the Matches Between the K-12 Common Core Standards and the Arkansas ELA Standards?

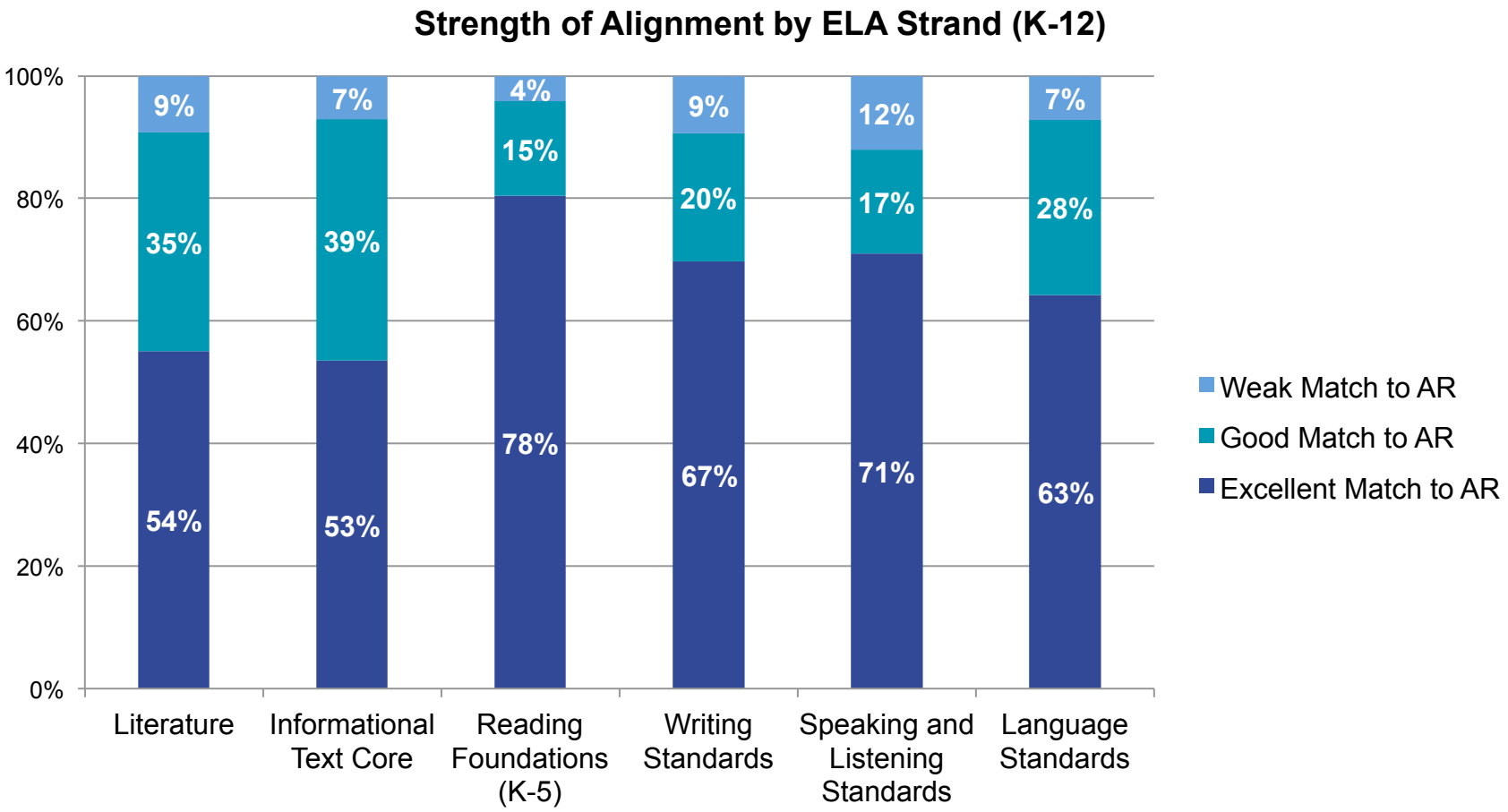


Gap Analysis (ELA): Strength of Alignment in K-12

How do the Common Core compare to our state ELA standards at each grade?

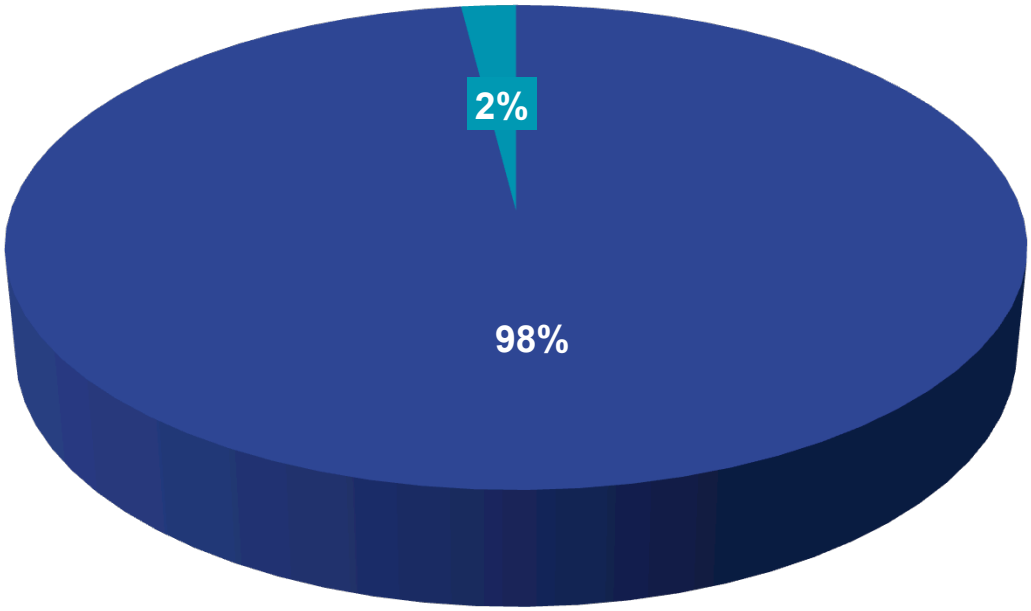


Gap Analysis (ELA): Strength of Alignment by ELA Strand



Gap Analysis (ELA):
The Other Side of the Coin

What percentage of the Arkansas ELA standards appear/don't appear in the Common Core?



- State Standards Matched to Common Core
- State Standards Not Matched to Common Core

Step #1: Engage Teacher Teams in the analysis of alignment and gaps of the CCSS with the Arkansas ELA Standards

English Language Arts/ Literacy

- Next step use the Arkansas CCCTool crosswalk for *IMPLEMENTATION* purposes
- Recommend a teacher team approach to this, grade level, cross grade level, school level
- Key questions:
  - *Which CCSS concepts and skills are included at our grade level/grade band?*
  - *How strong is the match?*
  - *Which concepts and skills are missing?*
  - *Which of CCSS occur before our grade level/grade band?*
  - *Which of the CCSS occur after our grade level/grade band?*
  - *How do we engage other subject area teachers in the literacy standards?*

Step #2: Focus on the Classroom: Aligning Instructional Materials to the CCSS at the Classroom and School Level

Mathematics and English Language Arts/ Literacy

- Recommend using a teacher team approach, grade level, cross grade level
- Goal is to share expertise, align and improve instructional materials and classroom tasks (current and "found"), build resources, and provide opportunity to work together at grade levels and across grade levels
- Key questions:
  - *Which CCSS concepts and skills are primary target for instruction? Secondary targets for instruction?*
  - *How strong is the alignment?*
  - *Can alignment be strengthened through improvement in cognitive demand or greater focus for student performance?*
  - *What supplemental materials are needed? (teacher instructions (approaches strategies), rubrics, student direction/expectations, mathematics answer key, sample student performances)*

Step #3: Focus on the Classroom: Examine Student Work

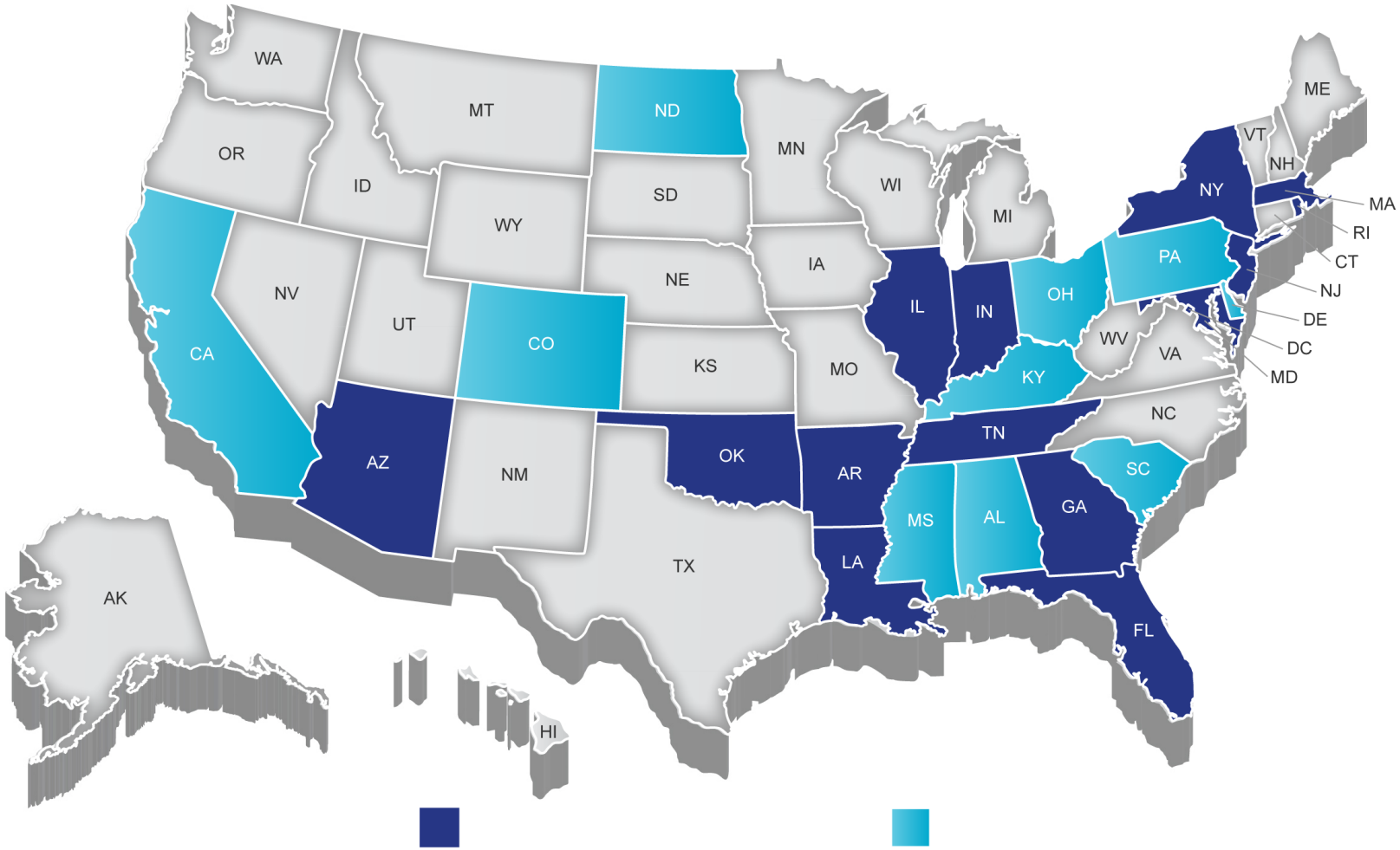
Mathematics and English Language Arts/ Literacy

- Recommend using a teacher team approach, grade level, cross grade level
- Goal is to share expertise and examine student work resulting from common classroom tasks and instructional units.
- Key questions:
  - *Does student performance demonstrate expectations identified in the targeted CCSS?*
  - *What similarities and differences are there in student performances within grades? across grades? Is there evidence of the intended progression?*
  - *What teaching strategies and approaches to instruction appeared to be effective?*
  - *What improvements are needed?*

About PARCC

- PARCC is an alliance of 25 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
- PARCC is state-led and a subset of PARCC states make up its Governing Board
- Collectively the PARCC states educate more than 31 million students — nearly 63% of K-12 students attending American public schools

PARCC States



PARCC Governance

Governing Board States	AZ, AR, DC, FL, GA, IL, IN, LA, MD, MA, NJ, NY, OK, RI, TN
Governing Board Chair	Massachusetts Commissioner Mitchell Chester
Fiscal Agent State	Florida US Education Department award is to Florida on behalf of 25 states to oversee budget, procurement, and reporting functions
Project Management Partner	Achieve Achieve is a bipartisan, non-profit organization that helps states raise academic standards, improve assessments, and strengthen accountability to prepare all young people for postsecondary education, work, and citizenship

PARCC Content Frameworks

- Purpose
  - To provide guidance on how the CCSS can progress on a quarterly basis within each year in alignment with the PARCC through-course assessments
- Audience
  - State content experts and local curriculum directors in their efforts to create curricular materials
- Components
  - Quarterly progressions of content
  - Guidance on discipline-specific issues, such as incorporating the practices
- Full PARCC Review in late April; Public draft in June; Final draft in August

PARCC's Implementation Support:
Curricular & Instructional Tools

PARCC is developing a robust set of high-quality instructional tools to help the education community transition to the next generation assessment system.

- **Content Frameworks** to offer guidance to educators on how the CCSS may be organized in a quarterly progression within each grade based on the logical progression of the subject matter
- **Model instructional units** aligned to the CCSS and PARCC content frameworks, and anchored around a PARCC assessment component
- **Sample assessment tasks** that will mirror the tasks that will be included on the PARCC assessments
- **Professional development modules** to help teachers, counselors, school leaders and school site testing coordinators understand the PARCC system
- **College-ready tools,** such as model 12th-grade bridge courses for students who don't score college ready on the high school assessments.

PARCC's Implementation Support:
Supporting Formative Tools

PARCC also has a few formative tools planned to support the new assessment system including:

- **Text Complexity Diagnostic Tool:** a computer-adaptive tool to identify students' reading level and supply suggestions for appropriate texts for students to read to stretch their reading and put them on a growth path.
- **K-2 Assessments** in ELA/Literacy and Mathematics, which are optional for states to administer
- **Partnership Resource Center**, which will house the model content frameworks' sample assessment tasks; released items with item data, student work, and rubrics

PARCC Timeline

SY 2010-11

Launch and design phase

SY 2011-12

Development begins

SY 2012-13

First year pilot/ field testing and related research and data collection

SY 2013-14

Second year pilot/field testing and related research and data collection

SY 2014-15

Full administration of PARCC assessments

Summer 2015

Set achievement levels, including college-ready performance levels

I support PARCC

"I support PARCC because it is necessary for our students to be college and career ready. We need better ways to assess their preparedness for education and careers, and that assessment needs to be aligned with the common core. The results of these assessments can help us to better revise instruction to meet our students' needs."

– PATRICIA, HIGH SCHOOL TEACHER

Learn more

1 2 3 4

About PARCC

PARCC is a 25-state consortium working together to develop next-generation K-12 assessments in English and math. **PARCC benefits:**

Students who will know if they are on track to graduate ready for college and careers

Teachers with regular results available to guide learning and instruction

Parents with clear and timely information about the progress of their children

States with valid results that are comparable across the 25 member states

The nation as it is based on college- and career-ready, internationally-benchmarked CCSS

Learn more about PARCC

PARCC Place

We are very excited to share the new website for the Partnership for Assessment of Readiness for College and Careers!

Whether you are an educator, policymaker, parent, student or simply an engaged member of the public, this website offers useful information on the Common Core State Standards and PARCC assessments.

Read more

What's new

NEWS ITEM

Creating Test to Assess Student's Knowledge

States are cooperating to develop tests that will assess how well students have grasped the Common... >>

PRESS RELEASE

New Jersey And Oklahoma Join Governing Board

New Jersey And Oklahoma Become Governing Board States In The PARCC Assessment ConsortiumNew Jersey... >>

BLOG ENTRY

Welcome to the PARCC Website!

We are very excited to share PARCC's new website! Whether you are an educator, policymaker, parent... >>

Arkansas

Arkansas is a Governing State in the PARCC Consortium

Commissioner of Education Tom Kimbrell serves on the PARCC Governing Board. Gayle Potter, Director of Curriculum, Assessment and Research at the Arkansas Department of Education, is the K-12 Lead for PARCC in Arkansas. Karen Wheeler, Associate Director of the Arkansas Department of Higher Education, coordinates PARCC-related postsecondary engagement activities in the state.

State Commitment to College and Career Readiness

Arkansas has been active in the American Diploma Project (ADP) Network Since 2005, aligning its standards and graduation requirements with the expectations of postsecondary education and employers. The state adopted the Common Core State Standards in July 2010, and became a Governing State in the Partnership for Assessment of Readiness for College and Careers in the fall of 2010. K-12 and higher education leaders in Arkansas helped to shape PARCC's proposal for a common, next-generation assessment system.

- About the Common Core State Standards in Arkansas

Postsecondary Commitment to College and Career Readiness

The Arkansas State University System, Arkansas Tech University, University of Arkansas System, and University of Central Arkansas have committed to participate in PARCC, help develop the college-ready assessments, and, ultimately, use those assessments as one indicator of students' readiness for entry-level, credit-bearing college courses. Together, these institutions educate nearly 70% of freshman entering public colleges and universities in Arkansas. See a full list of participating institutions here.

Quick Links

- Arkansas' State Profile
- Arkansans For Education Reform Foundation
- Arkansas Works

FEATURED RESOURCES

Welcome to the PARCC Website!

We are very excited to share PARCC's new website! Whether you are an educator, policymaker, parent, student or simply an engaged member of the public, this website offers useful information on the... Read more >>

About PARCC

The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of 25 states working together to develop a common set of K-12 assessments in English and math anchored in... Read more >>

LATEST NEWS

Creating Test to Assess Student's Knowledge

States are cooperating to develop tests that will assess how well students have grasped the Common Core State Standards. The scoring on the assessments will be developed to give parents, teachers and... Read more >>

The Illustrative Mathematics Project: Problems and Tasks for the Common Core Standards

The Illustrative Mathematics Project
About this project
Launch team

About this project

The Common Core State Standards for Mathematics define the skills, understandings and practices we intend our children to learn as they progress through their schooling. As states develop assessments, curricula, and professional development based on the standards, and as teachers use them in the classroom, they will benefit from examples of student tasks that develop and assess those skills, understandings and practices. This project will develop a complete set of such tasks for each standard, ranging from easy to difficult, and from simple illustrations of single standards to complex tasks spanning many standards.

The purpose of the project is to guide the work of states, assessment consortia, and testing companies by illustrating the range and types of mathematical work that students will experience in a faithful implementation of the standards. The process of selecting and reviewing tasks will pay attention both to what is known about how students think and to mathematical structure. A complete set of task will provide a reference map for assessment, curriculum design, and professional development.

This website is currently under construction. On completion, it will provide a process for submitting, discussing, reviewing, and publishing tasks. It will also display the standards in multiple views and provide easy access to tasks

COMMON CORE

Who We Are | What We Do | Our Reports | Advocacy | Our Picks | Liberal Arts | News | Support Us | Contact

The Common Core Curriculum Mapping Project

WRITTEN BY TEACHERS, FOR TEACHERS

News
View a Webinar on the Maps

Common Core's Curriculum Maps in English Language Arts translate the new Common Core State Standards for Kindergarten through 12th grade into unit maps that teachers can use to plan their year, craft their own more detailed curriculum, and create lesson plans. They were were written by public school teachers for public school teachers and are available free of charge to anyone who would like to use them. The maps are flexible and adaptable, yet they address every standard in the CCSS. Any teacher, school, or district that chooses to follow the Common Core maps can be confident that they are adhering to the standards. The maps are undergoing revision based on suggestions received during a month-long public comment period conducted in the Fall of 2010. A 2011 edition of the maps will be released soon.

From the Comments

"I've been an educator for 28 years and these maps are the best I've seen. Thank you for the maps!"

—director of curriculum

"I applaud the scope of this curriculum and the high goals expected of all students."

—high school English teacher

"If this is one of the benefits of adopting CCSS I think our teachers and students are in for a pleasant surprise that will improve education in the US."

—elementary school teacher

The Maps

→ *Visit Site*

Blog

PARLEZ-VOUS FRANÇAIS? ODDS ARE, NO

sporowski

Mar 31, 2011

A new report from the American Coun on the Teaching of Foreign Languages (ACTFL) shows a promising enrollment increase in foreign-language courses a programs. But it's only a slight increas from 8.6 million students in 2005 to 8. million students in 2008. In fact, forei language course-taking decreased in seventeen...

HEADLINES BY FEEDBURNER

News

February 24 • Common Core's Lynne Munson writes on "What Students Real Need to Learn" in the lastest issue of ASCD's *Educational Leadership*.

Criteria for Aligning Instructional Materials

Important considerations for examining instructional materials

- Rigor
- Coherence
- Focus
- Practices
- Text complexity
- Balanced Pedagogy

Open Educational Resources (OER)

Model Course Pathways in Mathematics

- The Pathways were developed by a panel of experts convened by Achieve, including teachers, state mathematics supervisors, mathematicians, statisticians, and representatives from higher education and the workforce, in collaboration with the Common Core standards writers
- The Pathways reorganize the high school CCSS into rigorous, focused and coherent course sequences that ensure students complete the college and career readiness standards by the end of three courses
- There are two sequences with three courses each:
  - One sequence is “traditional” and the other is “integrated”
  - Both sequences culminate in college and career readiness and prepare students for a variety of fourth courses

Model Course Pathways in Mathematics

Two Regular Sequences:

Traditional Pathway

- 2 Algebra,1 Geometry courses, with Probability and Statistics interwoven

Integrated Pathway

- 3 courses that attend to Algebra, Geometry, and Probability and Statistics each year

Courses in higher level mathematics: Precalculus, Calculus*, Advanced Statistics, Discrete Mathematics, Advanced Quantitative Reasoning, or courses designed for career technical programs of study.

Traditional Pathway
Typical in U.S.

- **Algebra II**
- **Geometry**
- **High School Algebra I**

Integrated Pathway
Typical outside of U.S.

- **Mathematics III**
- **Mathematics II**
- **Mathematics I**

Questions

- *What progress have you made in taking initial steps to analyze the alignment of the CCSS with the Arkansas standards? Have teachers been involved?*
- *What will be your initial focus within the CCSS?*
- *Are there opportunities to bring teachers together to examine the alignment of instructional materials/tasks to the CCSS and resulting student work?*
- *What are your next steps?*

Achieve

http://www.achieve.org

Christine Tell
ctell@achieve.org