Curriculum, Learning and Accountability Branch Update

Presented at the Algebra Forum
October 2010

Deb Sigman
Deputy State Superintendent
Curriculum Learning and Accountability Branch
Presentation Overview

- Common Core State Standards
- Partnership for the Assessment of Readiness for College and Careers (PARCC) –
- Elementary and Secondary Education Act (ESEA) Reauthorization Update
The Common Core State Standards

- Rigorous, research-based standards for English-language arts and mathematics for grades K-12
- Designed to prepare the nation’s students with the knowledge and skills needed for success in college and the workforce
- Internationally benchmarked to ensure that students will be globally competitive
- A clear and consistent educational framework
- A collaborative effort that builds on the best of current state standards
The Common Core State Standards Initiative

- In 2009, the Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) committed to developing a set of standards that would help prepare students for success in college and career.
- In September 2009, College and Career Readiness standards were released.
- A voluntary state-led effort coordinated by the CCSSO and NGA
- Included parents, educators, content experts, researchers, national organizations and community groups from 48 states, 2 territories and the District of Columbia
The Common Core State Standards

• Feedback and review from national organizations, including:
  – American Council on Education (ACE)
  – American Federation of Teachers (AFT)
  – Campaign for High School Equity (CHSE)
  – Conference Board of the Mathematical Sciences (CBMS)
  – Modern Language Association (MLA)
  – National Council of Teachers of English (NCTE)
  – National Council of Teachers of Mathematics (NCTM)
  – National Education Association (NEA)
California and the Common Core State Standards

Senate Bill 1 from the Fifth Extraordinary Session (SB X5 1):

- established an Academic Content Standards Commission (ACSC) to develop standards in mathematics and English–language arts
- stated that 85 percent of the standards were to consist of the CCSS with up to 15 percent additional material
- directed the State Board of Education (SBE) to adopt or reject recommendations of the ACSC
The Academic Content Standards Commission

- The ACSC convened during the summer of 2010 to evaluate the CCSS for rigor and alignment to California standards.

- They inserted words, phrases, and select California standards in their entirety to maintain California’s high expectations for students.

- On July 15, 2010, the commission recommended that the SBE adopt the CCSS as amended.

- The SBE voted unanimously to adopt the recommendations of the ACSC on August 2, 2010.
Common Core Standards for Mathematics

The standards for mathematics:
• aim for clarity and specificity
• stress conceptual understanding of key ideas
• balance mathematical understanding and procedural skill
• are internationally benchmarked
K-8 Mathematics

**Standards** define what students should understand and be able to do.

**Clusters** are groups of related standards.

**Domains** are larger groups of related standards.

**Number and Operations in Base Ten**

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

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.
Key Components

• Develop Conceptual Understandings

• Emphasis on Mastery

• A Focus on Fractions
Grade 8 Mathematics

- The K-7 CCSS prepare students for Algebra 1 in grade 8.
- However, the CCSS also include a set of challenging grade 8 standards to prepare students for success in higher math, including Algebra 1.
- Assessment will be key
Next Steps

- Frameworks and instructional materials
- Assessments
- Professional development
- Assessments

The California Department of Education is currently working on implementation plans for the common core and will bring this plan initially to the SBE later in 2010.
Common Core Resources

For the full text of the Common Core California Standards, see:
http://www.scoe.net/castandards/index.html
(Outside Source)

For more information about the Common Core, see: http://www.corestandards.org/ (Outside Source)

For additional information, contact:
Standards, Curriculum Frameworks and Instructional Resources Division
Curriculum, Learning and Accountability Branch
California Department of Education
1430 N Street, Sacramento, CA 95814
916-319-0881
Partnership for the Assessment of Readiness for College and Careers

- Consortium of 26 states
  - California signed MOU
- Florida is procurement state
- ACHIEVE is Project Manager
PARCC States

**Governing**
- Arizona
- Arkansas
- District of Columbia
- Florida
- Illinois
- Indiana
- Louisiana
- Maryland
- Massachusetts
- New York
- Rhode Island
- Tennessee

**Participating**
- Alabama
- California
- Colorado
- Delaware
- Georgia
- Kentucky
- Mississippi
- New Hampshire
- New Jersey
- North Dakota
- Ohio
- Oklahoma
- Pennsylvania
- South Carolina
PARCC Awarded Race to the Top Assessment Funds

• On September 2, 2010, PARCC awarded 169.9 million

• Two weeks ago, an additional 15.9 million awarded for the purpose to help all participating states with the transition to common core and common assessments
PARCC Purposes

• To measure and document students' college and career readiness at the end of high school and progress toward this target.

• 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 (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

• To assess all students, including English learners and students with disabilities.
PARCC Key Actions

• By Spring 2011 adopt:
  – common assessment administration procedures
  – a common set of item release policies
  – a test security policy
  – a common definition of "English learner" and common policies and procedures for student participation and accommodations for English learners
PARCC Key Actions (cont.)

• By December 31, 2011
  – each consortium state adopt a common set of college-and career-ready standards

• By Summer 2014
  – adopt a common set of performance level descriptors

• By Summer 2015
  – adopt a common set of achievement standards
PARCC Summative Assessments

ELA/literacy

• 3 “through-course” components
  - administered after 25%, 50%, and 75% of instruction

• Speaking & listening components
  - administered after 75% of instruction

• End-of-year component
  - administered after 90% of instruction
PARCC Summative Assessments (cont.)

Mathematics
• 3 “through-course” components
  – administered after 25%, 50%, and 75% of instruction

• End-of-year component
  – administered after 90% of instruction
PARCC Item Types

• Constructed-response
• Performance tasks
• Computer-enhanced, computer-scored
Assessment Component Advantages

• Through-course approach will focus instruction throughout the year and nearer to the assessment
• The sum of the components address the full range of the common core
• Allows for multiple measures across the full range of performance
• Allows for in-depth assessment of writing and mathematics problem-solving
• Both through-course and end-of-year components provide data that teachers can use to adjust instruction
PARCC Assessment Timeline

- **Pilot test**
  - 2011–12

- **Field test**
  - 2012–13 and 2013–14

- **Implementation**
  - 2014–15

- **Standard setting**
  - 2014–15
PARCC Resources

For a summary of the PARCC proposal, go to www.achieve.org/PARCCsummary/ (Outside Source).
ESEA Reauthorization

- Education Policy Advisors for Majority and Minority Staff
- Timing is an issue
  - Upcoming Elections
- Strong Desire to keep what works
  - Purpose of program – “sunshine” on all students
  - Define data elements
  - Assess all students
ESEA Reauthorization

• Provide additional flexibility to states
  – Feasibility of metric
  – Static vs. relative rates of growth
  – Recognize school realities – one size does not fit all
  – Lessons learned from NCLB
  – Sustainability & consistency
  – Schools in rural communities
  – Major theme to focus on fewer schools for improvement
ESEA Reauthorization

• Schools identified for improvement
  – More accountability with fewer schools
  – Focus on lowest performing
  – Biggest achievement gaps
  – Look at levels and rates of growth
  – Discussion on intervention models
    • Additional models
    • Look at research
    • More flexibility
ESEA Reauthorization Resources