

Office of College and Career Readiness

A presentation to New Missouri Superintendents

July 2013



Why Common Standards?

Consistency

- Previously, every state had its own set of academic standards and different expectations of student performance.

Equity

- Common standards can help create more equal access to an excellent education.

Opportunity

- Students need the knowledge and skills that will prepare them for college and career in our global economy.

Clarity

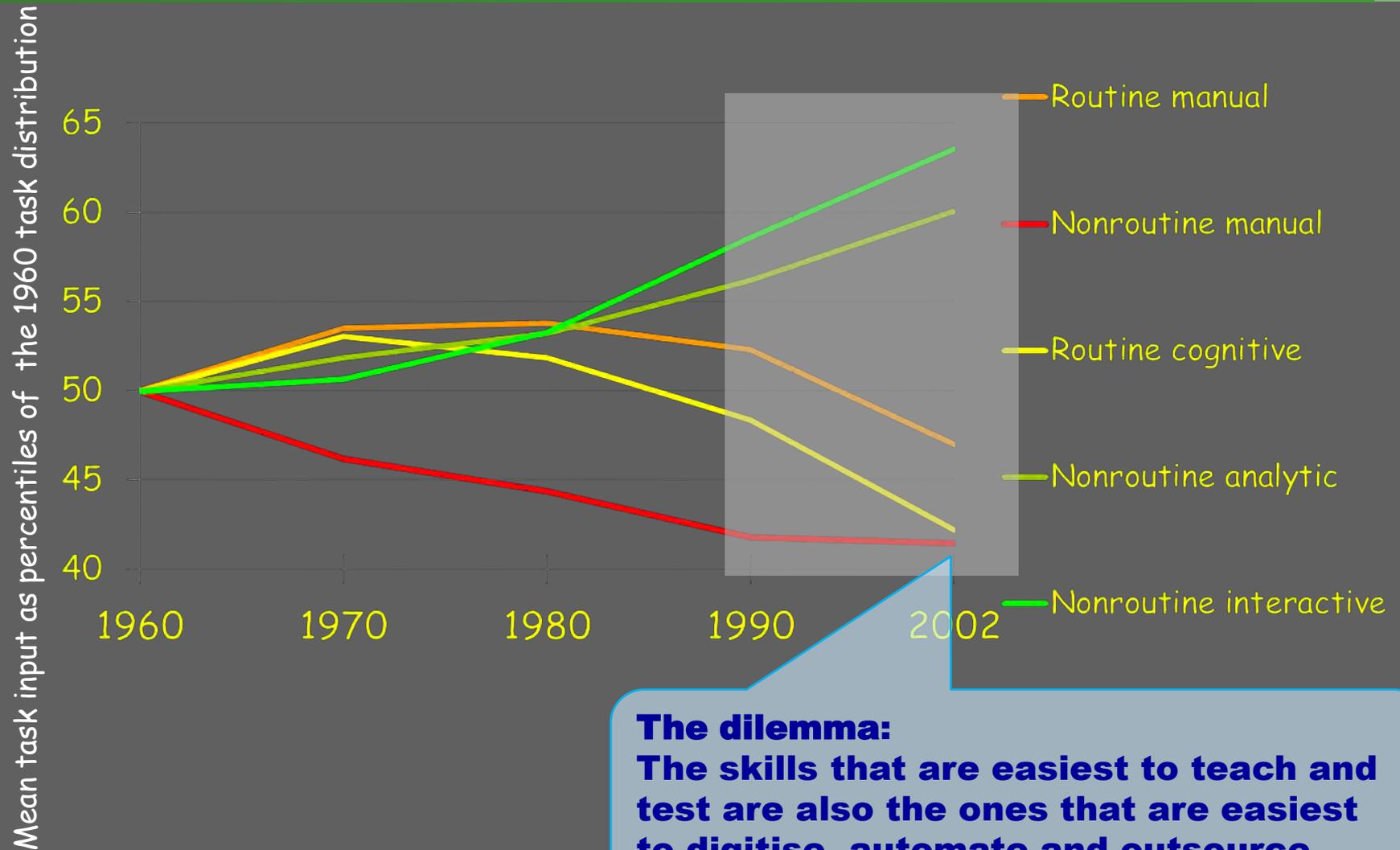
- Previous standards were “a mile wide and an inch deep.” These new standards are clear and coherent in order to help students, parents, and teachers understand what is expected.

Economies of Scale

- Common standards create a foundation for districts and states to work collaboratively and achieve economies of scale.

How the demand for skills has changed

Economy-wide measures of routine and non-routine task input (US)



(Levy and Murnane)

**The dilemma:
The skills that are easiest to teach and test are also the ones that are easiest to digitise, automate and outsource**

College and Career Readiness

think:

*Problem Formulation
Research
Interpretation
Communication
Precision & Accuracy*

know:

*Structure of Knowledge
Challenge Level
Value
Attribution
Effort*

**Key
Cognitive
Strategies**

**Key
Content
Knowledge**

**Key
Transition
Knowledge
and Skills**

**Key
Learning
Skills and
Techniques**

go:

*Postsecondary Awareness
Postsecondary Costs
Matriculation
Career Awareness
Role and Identity
Self-advocacy*

act:

*Ownership of Learning
Learning Techniques*

Standards Development Process

- 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
- Public comment period with 10,000 responses
- Final standards released on June 2, 2010
 - MO presence on development team

Intentional design limitations

The standards do NOT define:

- How teachers should teach.
- All that can or should be taught.
- Advanced work beyond the core.
- Interventions needed for students well below grade level.
- The full range of support for English learners and students with special needs.
- Everything needed for college- and career-readiness.

English Language Arts (ELA) Shifts

Non-Fiction

- Building knowledge through content-rich non-fiction and informational texts in addition to literature

Evidence from the Text

- Reading and writing are grounded in evidence from the text

Complex Text & Academic Vocabulary

- Regular practice with complex text and its academic vocabulary (words like **“synthesize”** and **“correspond”**)

Math Shifts

Focus

- 2-4 concepts focused on deeply in each grade

Coherence

- Concepts logically connected from one grade to the next and linked to other major topics within the grade

Rigor

- Fluency with arithmetic, application of knowledge to real world situations, and deep understanding of mathematical concepts

<http://www.dese.mo.gov/documents/CCSS-Support-lists.pdf>

Missouri Education Organizations

Missouri Institutions of Higher of Education

Missouri Businesses and Organizations

Missouri Civic Leaders

Missouri Individuals

Missouri Schools

Who supports this in Missouri?

Preparing for the Transition

- Crosswalk document
- Statewide public sessions on standards
- Model curriculum
- Two state training teams
- Math-in-CTE and Literacy-in-CTE to create model lessons
- Webinars, videos, conference presentations, and current resources on website

Standards Crosswalk

Reading Standards for Literature – Grade 7 -- Continued

CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
Craft and Structure			
6.	RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	R2C.7.d Use details from text to d. identify and explain point of view	R2C.7.d Partial alignment (The CCR Anchor Standard requires analysis and contrasting multiple points of view. The GLE requires identification and explanation of a single point of view.)
		[R2C.8.c] [Use details from text to c. analyze point of view]	[R2C.8.c] No alignment (The GLE first appears in grade 8)

- Teachers are receiving professional development to assist in making instructional changes.
- Pre-service teachers are receiving instruction in implementing the new standards.
- The Missouri education officials working together to ensure K-12 standards and entry-level college standards are in alignment.

RIGHT NOW!

A stylized logo of a torch. The flame is composed of two curved, flame-like shapes in shades of brown and orange. The handle of the torch is green, consisting of a short, thick stem at the bottom, a wider, flared section in the middle, and a thin, curved section at the top that connects to the flame.

SMARTER Balanced Assessment Consortium Technology

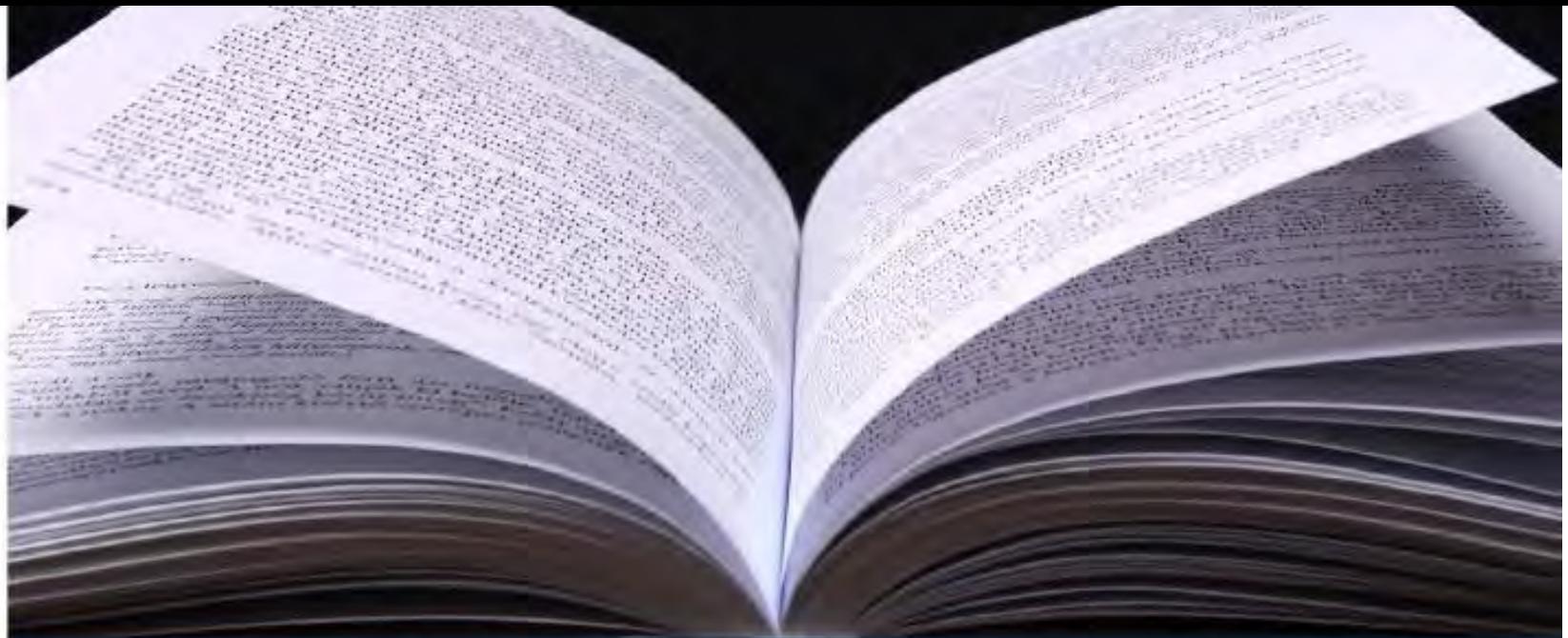
- Digital Natives
- Always Connected
- Immediate Access
- Multitasking
- Engagement and Experience
- Social – Enjoy teamwork
- Visual



The Generation Z Student



Previous generations raised reading books



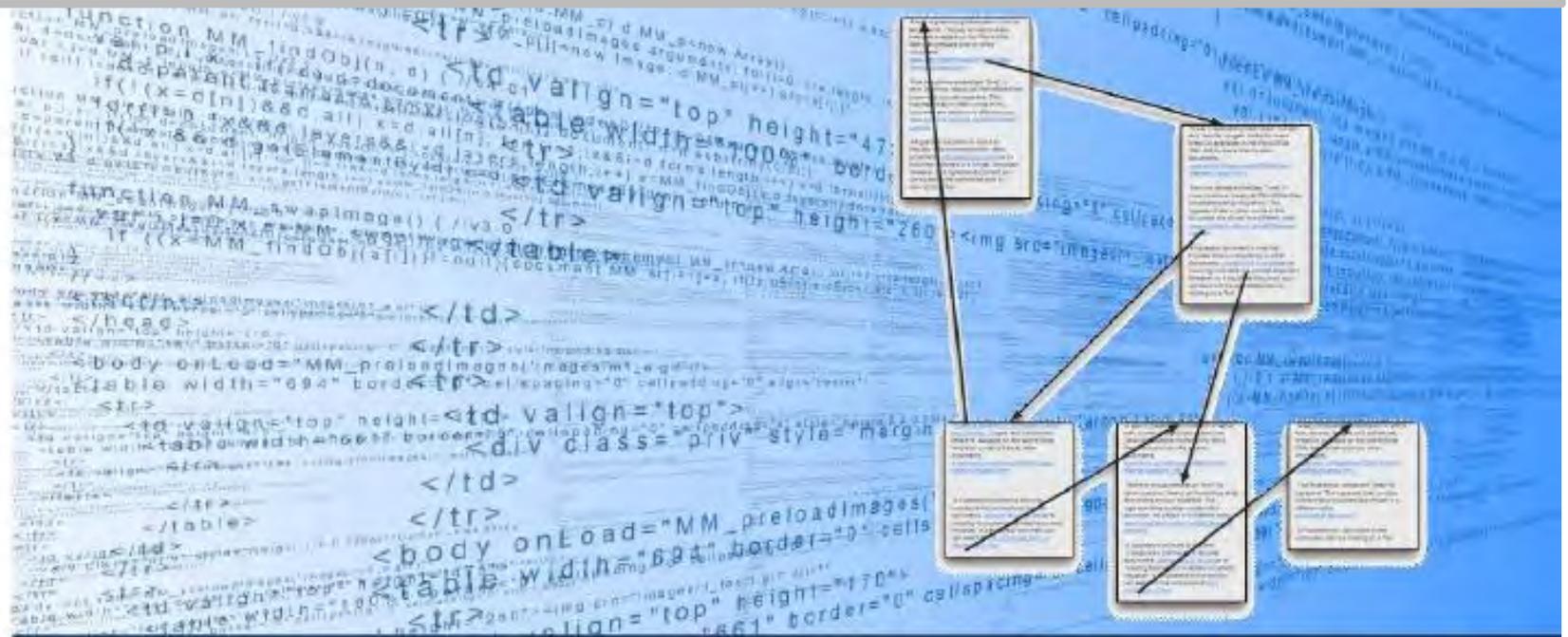
Books reinforce a linear style of thinking and reasoning

The Generation Z student's...



thought process has evolved
around the web

Generation Z students



have developed a "hypertext" style of thinking

State Educational Technology Directors Association's (SETDA) recommendations for connectivity for the generation z student:

2014-2015

- 100 Mbsp per 1000 students and staff

2017-2018

- 1 Gbsp per 1000 students and staff



Technology Readiness in Missouri

A stylized logo of a torch. The flame is composed of two curved, brownish-orange shapes. The handle is green, consisting of a wide base that tapers into a thin vertical shaft.

SMARTER Balanced Assessment Consortium Assessment

- To develop a **comprehensive and innovative** assessment system for grades 3-8 and high school in English language arts and mathematics aligned to the Common Core State Standards, so that...
- ...students leave high school **prepared for postsecondary success** in college or a career through increased student learning and improved teaching

[The assessments shall be **operational** across Consortium states in the 2014-15 school year]

The Purpose of the Consortium

- 25 members representing 39% of K-12 students
- 21 Governing States, 3 Advisory States, 1 Affiliate Member
- Washington state is fiscal agent
- WestEd provides project management services



A National Consortium of States

1. An integrated system
2. Evidence-based approach
3. Teacher involvement
4. State-led with transparent governance
5. Focus: improving teaching and learning
6. Actionable information – multiple measures
7. Established professional standards

Theory of Action Built on Seven Key Principles

Common Core State Standards specify K-12 expectations for college and career readiness

Summative assessments
Benchmarked to college and career readiness

Teachers and schools have information and tools they need to improve teaching and learning

All students leave high school college and career ready

Teacher resources for **formative assessment practices** to improve instruction

Interim assessments
Flexible, open, used for actionable feedback

A Balanced Assessment System

Students



- I am challenged to complete complex tasks and apply my knowledge
- I know how I am progressing toward college and career readiness
- My test results will be accurate regardless of my ability, disability or proficiency in English

Parents



- My child's class time is focused on learning and not on testing
- My child will have opportunities to improve
- I will know whether my child's school is performing as well as it should

Teachers



- I won't be surprised by the test results at the end of the year
- I will have the supports I need to help my students
- The tests measures the right things in the right way

Policymakers



- We are sharing costs with other states to provide a world-class test
- We can compare the performance and growth of our schools, districts and state so that we can improve
- We know the test will work for us because we helped build it

Indicators of Success

Using Computer Adaptive Technology for Summative and Interim Assessments

Increased precision

- Provides accurate measurements of student growth over time

Tailored for Each Student

- Item difficulty based on student responses

Increased Security

- Larger item banks mean that not all students receive the same questions

Shorter Test Length

- Fewer questions compared to fixed form tests

Faster Results

- Turnaround time is significantly reduced

Mature Technology

- GMAT, GRE, COMPASS (ACT), Measures of Academic Progress (MAP)



- Write and review items/tasks for the pilot test (2012-13) and field test (2013-14)
- Development of teacher leader teams in each state (2012-14)
- Evaluate formative assessment practices and curriculum tools for inclusion in digital library (2013-14)
- Score portions of the interim and summative assessments (2014-15 and beyond)

Missouri Teacher Involvement



- Involved 175 public and 13 private systems/institutions of higher education in application
- Two higher education representatives on the Executive Committee
- Higher education lead in each state and higher education faculty participating in work groups
- Goal: The high school assessment qualifies students for entry-level, credit-bearing coursework in college or university

Higher Education Collaboration

Summative Assessment (Computer Adaptive)

Interim Assessment (Computer Adaptive)

Assessment System Components

Performance Tasks

- Extended projects demonstrate real-world writing and analytical skills
- May include online research, group projects, presentations
- Require 1-2 class periods to complete
- Included in both interim and summative assessments
- Applicable in all grades being assessed
- Evaluated by teachers using consistent scoring rubrics

The use of performance measures has been found to increase the intellectual challenge in classrooms and to support higher-quality teaching.

- Linda Darling-Hammond and Frank Adamson, Stanford University

Assessment System Components

Formative Assessment Practices

- Research-based, on-demand tools and resources for teachers
- Aligned to Common Core, focused on increasing student learning and enabling differentiation of instruction
- Professional development materials include model units of instruction and publicly released assessment items, formative strategies

“ Few initiatives are backed by evidence that they raise achievement. Formative assessment is one of the few approaches proven to make a difference.

- Stephanie Hirsh, Learning Forward ”

Assessment System Components

Online Reporting

- **Static and dynamic reports**, secure and public views
- Individual **states retain jurisdiction** over access and appearance of online reports
- Dashboard gives parents, students, practitioners, and policymakers access to **assessment information**
- **Graphical display** of learning progression status (interim assessment)
- **Feedback and evaluation** mechanism provides surveys, open feedback, and vetting of materials

Data are only useful if people are able to access, understand and use them... For information to be useful, it must be timely, readily available, and easy to understand.

Assessment System Components

- Accurate measures of progress for students with disabilities and English Language Learners
- Accessibility and Accommodations Work Group engaged throughout development
- Outreach and collaboration with relevant associations

“ **Common-
Core Tests
to Have Built-in
Accommodations** ”



- June 8, 2011

Support for Special Populations

Purpose

- **All Governing States are participating**
- **Test the large-scale distribution of an adaptive platform**
- **Test new item formats and types with students**
- **Test new item formats and types with students**
- **Train scoring engines**
- **Develop adaptive algorithms for the summative assessment**
- **Feedback** on test directions, processes, and administration manuals

Missouri Schools

- **Over 360** urban, suburban, and rural schools participating
- **Grades 3-11**
- **Mathematics and English language arts**
- **Online administration**
- **Feedback and evaluation** mechanism provides surveys, open feedback, and vetting of materials

Spring 2013 Scientific Sample Pilot