The New Common Core State Standards and PARCC Assessment System

What this Means for Illinois Educators

Coming Together to Raise Achievement: New Assessments for the Common Core State Standards
www.k12center.org

(edited by Laura Beltchenko, to inform administration, faculty staff and greater community of learners)
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.
The Common Core Standards:
are aligned with college and work expectations.

CCSS:
• are clear, understandable, and consistent.
• include rigorous content and application of knowledge through high-order skills.
• build upon strengths and lessons of current state standards.
• are informed by top-performing countries, so all students are prepared to succeed in our global economy and society.
• are evidence-based.

Common Core State Standards Initiative
Our Students...Prepared for success after high school

Our Promise...Leadership, Advocacy, & Support

Our Future...Strong communities, competitive workforce
The New Illinois Learning Standards Incorporating the Common Core

Realizing Illinois
Our Students...Our Promise...Our Future

- Fewer, clearer, higher
- Internationally benchmarked
- 21st Century Skills
- Evidence-based

The Illinois State Board of Education has adopted new Math and English Language Arts standards for K-12 education known as the New Illinois State Learning Standards Incorporating the Common Core. The goal is to better prepare Illinois students for success in college and the workforce in a competitive global economy.
21st Century Teaching and Learning

21st Century Student Outcomes and Support Systems

- Learning and Innovation Skills – 4Cs
  - Critical thinking • Communication
  - Collaboration • Creativity
- Core Subjects – 3Rs and 21st Century Themes
- Information, Media, and Technology Skills
- Life and Career Skills

Standards and Assessments
- Curriculum and Instruction
- Professional Development
- Learning Environments
The **Common Core State Standards** (CCSS) set a tone for American public education - establishing a common foundation for building excellence and equity for all students.

- Developing common performance standards and assessment systems that **measure proficiency and individual growth**
- Developing an interactive, online digital library that accelerates the identification and sharing of best resources, tools and practices
English Language Arts
Common Core
Reading Standards for Literature K-5

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

<table>
<thead>
<tr>
<th>Key Ideas and Details</th>
<th>Kindergartners:</th>
<th>Grade 1 students:</th>
<th>Grade 2 students:</th>
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</thead>
<tbody>
<tr>
<td>1. With prompting and support, ask and answer questions about key details in a text.</td>
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<td>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</td>
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<tr>
<td>2. With prompting and support, retell familiar stories, including key details.</td>
<td>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</td>
<td>2. Account stories, including fables and folktales from diverse cultures, and determine their central messages, lesson, or moral.</td>
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<tr>
<td>3. With prompting and support, identify characters, settings, and major events in a story.</td>
<td>3. Describe characters, settings, and major events in a story, using key details.</td>
<td>3. Describe how characters in a story respond to major events and challenges.</td>
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</tbody>
</table>

**Craft and Structure**

| 4. Ask and answer questions about unknown words in a text. | 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
| 5. Recognize common types of texts (e.g., storybooks, poems). | 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. | 5. Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action. |
| 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | 6. Identify who is telling the story at various points in a text. | 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |

**Integration of Knowledge and Ideas**

| 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). | 7. Use illustrations and details in a story to describe characters, setting, or events. | 7. Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
| 8. (Not applicable to literature) | 8. (Not applicable to literature) | 9. (Not applicable to literature) |
| 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | 9. Compare and contrast the adventures and experiences of characters in stories. | 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. |

**Range of Reading and Level of Text Complexity**

| 10. Actively engage in group reading activities with purpose and understanding. | 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. | 10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
College and Career Readiness Anchor Standards for Reading

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on range and content of student reading
To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.
Shift of Thinking in Verbs

IAF 2.6.01 **Identify** elements of fiction. IAF 2.6.04 Identify the author’s message or theme.

CCS-RL9 Compare text in different forms or genres in terms of their approaches to similar themes and topics.

Performance Task: Demonstrate an understanding of elements of literature (analysis, inductive reasoning)

Read “Cinderella”, the Emperor’s New Clothes,” and “Ugly Duckling”, how do they compare? What connections do you find? Explain the conclusions you can draw from reading these stories.
Determining the Childs Reading “ZPD”

Range of reading and level of text complexity
(Standard 10, Appendices A and B)

• “Staircase” of growing text complexity across grades

• High-quality literature and informational texts in a range of genres and subgenres
A “Portrait” of Students who meet the ELA Standards are as follows:

- Build strong content knowledge
- Demonstrate independence
- Respond to the varying demands of audience, task, purpose and discipline
- Comprehend as well as critique
- Value evidence
- Use Technology and digital media strategically and capably
- Understand other perspective and cultures.

These portraits exemplify students who are college and career ready.
ELA Common Core

Essential Question #1

How will the Common Core Change Instruction for Teachers?

Sally Hampton Senior Author ELA, CCSS
Essential Question #2

How will the Common Core Change Learning Expectations for our Students?

Sally Hampton - Senior Author ELA, CCSS
Essential Question #3

What are the Implications of the Standards in Our Classrooms?

Sally Hampton - Senior Author ELA, CCSS
Essential Question #1

How will be approach and develop the revision of curriculum?

Phil Daro, Senior Author Mathematics CCSS
Essential Question #3

Based on how currently teach, how do we create better understanding in the use of standards?

http://commoncore.pearsoned.com/index.cfm?locator=PS11Ye

(Link for all video clips)
What is Not Covered by the Standards

- The Standards DO define what all students are expected to know and be able to do, NOT HOW teachers should teach.
- They do not describe all that can or should be taught.
What is Not Covered by the Standards

- The standards DO NOT define the nature of advanced work for students who meet the Standards prior to the end of high school.
- The Standards set grade-specific standards but DO NOT define the intervention methods or materials necessary to support students who are well below or well above grade level expectation.
What is Not Covered by the Standards

- It is also beyond the scope of the Standards to define the full range of supports appropriate for ELL’s and for students with special needs.
- The ELA Standards do not describe “the whole of readiness.”
Partnership for the Assessment of Readiness for College and Careers:

PARCC
PARCC States

13 Governing States
- Arizona
- Arkansas
- District of Columbia
- Florida (Fiscal Agent)
- Georgia
- Illinois
- Indiana
- Louisiana
- Maryland
- Massachusetts (Board Chair)
- New York
- Rhode Island
- Tennessee

12 Participating States
- Alabama
- California
- Colorado
- Delaware
- Kentucky
- Mississippi
- New Jersey
- North Dakota
- Ohio
- Oklahoma
- Pennsylvania
- South Carolina
The Comprehensive Consortia

PARCC and SBAC
Consortia Membership

January 1, 2011
Administration and Scoring:

—Overall assessment system will include a mix of constructed response items, performance tasks, and computer-enhanced, computer-scored items.

—Assessments for grades 6-12 will be administered via computer while 3-5 will be administered via paper and pencil (in the short term).

—Combination of artificial intelligence and human scoring will be employed; states will individually determine the extent to which teachers will be involved in scoring.
Formative Tools:

- **Partnership Resource Center (PRC):** an online, digital resource that includes two supports –
  - Released items with item data, student work, rubrics.
  - Model curriculum frameworks.

- **Text Complexity Diagnostic Tool:** a computer-adaptive tool to identify students’ proximate zone of development and supply suggestions for appropriate texts for students to read.

- **K-2 Assessments in ELA/Literacy and Mathematics.**
Expected Outcomes of Higher Education Involvement

- Better alignment of high school curricula with first-year college courses.
- Development of “bridge courses” and exploration of dual enrollment policies.
- Targeted college readiness supports to help students make the transition.
- Alignment of exit standards in high school with placement expectations of postsecondary systems.
PARCC: Two Types of Summative Tests

**THROUGH-COURSE ASSESSMENTS**

- One to three tasks that assess a few “keystone” standards/topics
- Given at three points during the school year, near the end of quarters
- Results within 2 weeks to inform instruction and intervention

**END OF YEAR COMPREHENSIVE ASSESSMENT**

- Taken on computer, with mixed item types
- Scored entirely by computer for fast results

Scores from through-course assessments and end-of-year test will be combined for annual accountability score.
In a single session/class period, students in grades 3 - 11 will:

- ELA: Read texts, draw evidence to form conclusions, and prepare a written analysis
- Math: For each of 1 or 2 essential topics (standards or clusters of standards), complete 1 to 3 constructed response tasks
Over several sessions/class periods, students will complete a project-like task that draws on a range of skills. Examples:

- ELA: Locate digital information, evaluate and select sources, and compose an essay or research paper
- Math: Perform a multi-step performance task that requires application of mathematical skills and reasoning and may require technological tools
- Speaking/Listening task: Conducted in classroom, not used for accountability, scored by teacher.
PARCC: End-of-Year Assessment

- Composed of 40 to 65 questions of a range of item types including innovative technology-enhanced items to sample the full year of standards
- Scored by computer
- Will make major investment in enhanced item types
- To accurately assess high- and low-performing students, will include items above and below grade level, and may consider leveled or adaptive tests if needed
The PARCC System

English Language Arts and Mathematics, Grades 3 - 11

Through-course ASSESSMENT 1
- ELA
- Math

Through-course ASSESSMENT 2
- ELA
- Math

Through-course ASSESSMENT 3
- ELA
- Math

END OF YEAR COMPREHENSIVE ASSESSMENT

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

Summative assessment for accountability

Required, but not used for accountability

Through-course ASSESSMENT 4
- Speaking
- Listening

24-Feb-11
PARCC Timeline

- **Oct. 2010**
  - Launch and design phase begins

- **Sept. 2011**
  - Development phase begins

- **Sept. 2012**
  - First year field testing and related research and data collection begins

- **Sept. 2013**
  - Second year field testing begins and related research and data collection continues

- **Sept. 2014**
  - Full administration of PARCC assessments begins

- **Summer 2015**
  - Set achievement levels, including college-ready performance levels
What will Schools Do to Know Understand and Apply the Standards

Benefits:

• Fewer, clearer, next-generation standards

• Systems of high quality, aligned summative and formative assessments, with rapid results to teachers

• Online digital libraries for sharing of resources, identification of effective practices, etc.

• Leveraging of human and financial capital across states
Creating a School Community Leading to Change.

The following resources provide you as a school leader to develop a systemic model for school “new” form not just reform. LB
Bruce Tuckman’s Team Development

The Four Stages of Group Development

- **FORMING**
  - The Group is not yet a Group but a set of individuals. Testing.
  - Polite
  - Impersonal
  - Guarded
  - Muted
  - Watchful

- **STORMING**
  - Internal Conflicts and Infighting over initial definitions, leadership, norms.
  - Confrontations
  - Opting out
  - Difficulties
  - People leaving
  - Demotivation
  - Feeling Stuck

- **NORMING**
  - The Group establishes norms, rules of behaviour, and practices.
  - Getting Organised
  - Systems & Procedures
  - Giving Feedback
  - Confronting Issues

- **PERFORMING**
  - The Group becomes mature and capable.
  - Closeness
  - Resourceful
  - Flexible
  - Open
  - Supportive
  - Tolerant
  - Sharing
  - Effective
Preparing Teachers for a Changing World recommends the creation of an informed teacher education curriculum with the common elements that represent state-of-the-art standards for the profession.

(Intro and Chapter 1 set a pace for chapters 5, 10 and 11)
Developing a Model Unified Thinking
Systems Thinking

Learning Organization Components

**System Thinking**
Interdependence among all functions, working together as a whole system

**Shared Vision**
Vision owned by all levels, create focus and energy for learning

**Personal Mastery**
Individual commitment to the process of learning

**Mental Models**
Unlearn unwanted values, learn new and applicable values

**Team Learning**
Accumulation of individual learning, shared together to others and become team knowledge

Concept taken from Peter Senge – The Fifth Discipline
Creating A Model for Change

This book provides six great philosophies for leaders to help their organizations survive and thrive in today’s complex environment. This book is recommended to anyone who wants to help his/her organization to grasp opportunities and succeed at change.
Michael Fullan

**The Six Secrets of Change**

1. Love Your Employees
2. Connect Peers with Purpose
3. Capacity Building Prevails
4. Learning is the Work
5. Transparency Rules
6. Systems Learn

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Learning to Lead Change

The Pathways Problem: Change Factor vs. Change Process

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Fullan, 2008a
Systems Thinking and “Doing” L.B.
Please refer to Coming Together to Raise Achievement:
New Assessments
for the Common Core State Standards

www.k12center.org

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