

Common Core State Standards

Lineage – Substance – Assessments
What should higher education do?

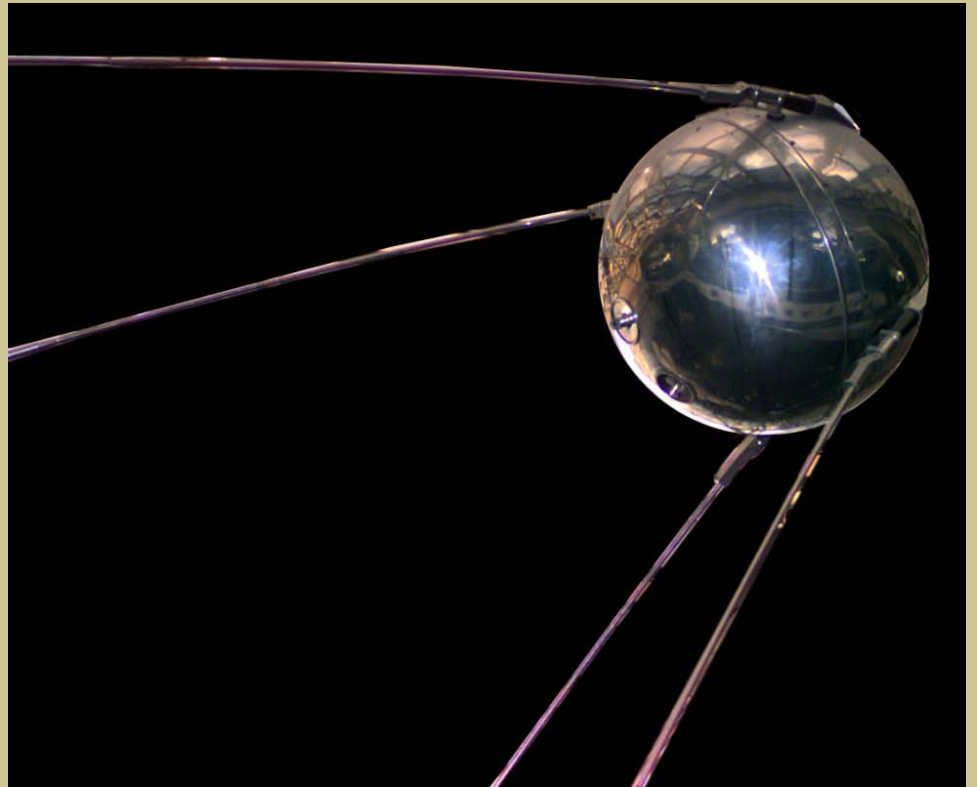
WICHE Commission Meeting

November 8, 2010

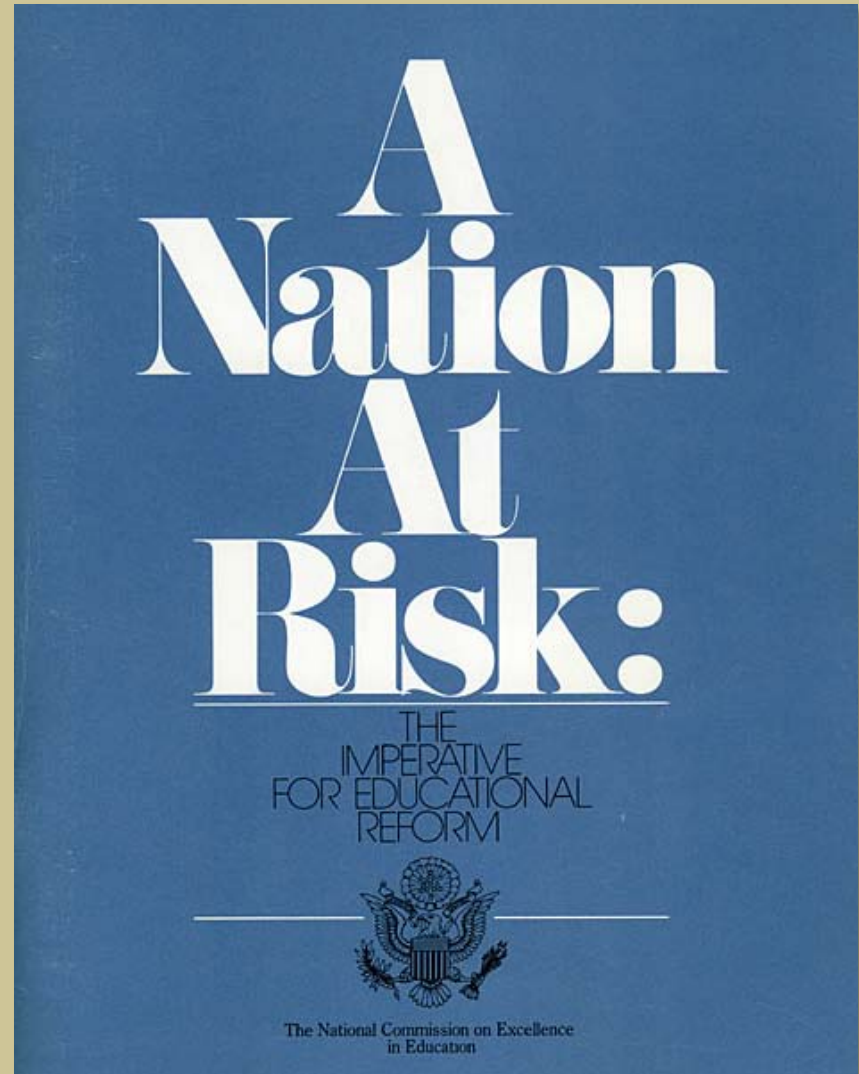
Paul Lingenfelter; President, SHEEO

Sputnik

The Soviet Union
launched Sputnik
on October 4, 1957

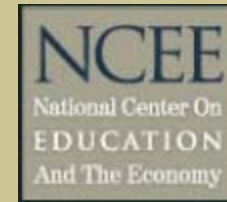


1983:



New Standards – 1989-90

- The National Center on Education and the Economy (NCEE) released *America's Choice: High Skills or Low Wages*.



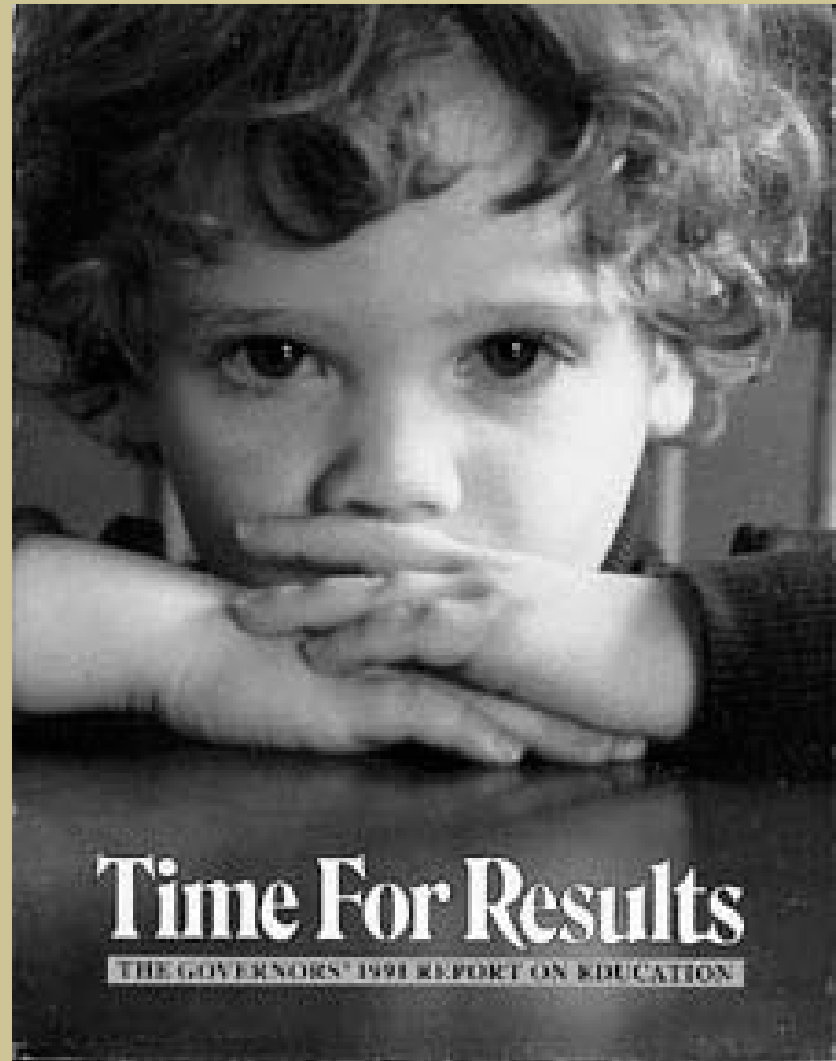
- The National Council of Teachers of Mathematics (NCTM) released *Curriculum and Evaluation Standards for School Mathematics*



- In 1989, as a response to President George H.W. Bush's discussion on education goals, NGA established The National Education Goals Panel



1991:



No Child Left Behind

- Accountability plans — state assessment systems and accountability plans, decision letters, enhanced assessments, peer review
- Adequate yearly progress — calculating participation rates
- Differentiated accountability pilot program — helps states create nuanced approaches to underperforming schools
- Growth models — letters, guidance, state applications
- National Technical Advisory Council (NTAC) — to advise on state standards, assessments and accountability systems
- Regulations and guidance — Title I reporting, students with disabilities, English language learners, schools in need of improvement, and more
- Report cards guidance





One Critic of NCLB has said:

NCLB got it exactly backwards:

- Flexible on the standards;
- Prescriptive on everything else.

Common Core State Standards



Common Core State Standards

A response to:

- The critique of NCLB
- States spending large sums on standards and assessments that differ slightly among states
- The recognition that other nations seem to benefit from clear standards
- The desire to avoid federally developed and mandated standards

Premises

- For math and English high school graduation standards, college and career readiness are identical
- Standards should be higher, fewer, and clearer than the status quo
- Standards should be evidence based and internationally benchmarked
- Standards for each grade should reflect the learning progression toward career and college readiness
- No state should have to lower its standards to adopt the common core state standards

State Responses to Standards

- 48 states, (not AK and TX)the District of Columbia, and two territories “signed on” to the Common Core State Standards Initiative
- 38 states have formally “adopted” the Common Core Standards. Six not formally adopting yet are WICHE states.

The SHEEO Response -- 2009

In July 2009 the SHEEO Executive Committee wrote to NGA and CCSSO in support of the initiative

In addition, the committee advised that:

- Assessments for the standards are indispensable
- Math and English standards are vital, but no substitute for a full college preparatory curriculum
- Wide and deep postsecondary involvement in design and implementation is essential

Assessments – 2010

Two consortia funded by USDoE to develop assessments to make standards meaningful:

- PARCC, Partnership for Assessment of Readiness for College and Careers
- SMARTER Balanced Assessment Consortium

PARCC Theory of Action

- Reporting achievement results based on a clear definition of college and career readiness will improve outcomes for students
 - Assessments will identify whether students are ready for and prepared to succeed in entry-level postsecondary courses by the time they graduate from high school
- The common assessment system will help make accountability policies better drivers of improvement
- Classroom teachers will have an assessment system that functions as an integrated element enabling them to adjust instruction, individualize interventions, and fine-tune lessons throughout the school year
- The common assessment system will help education leaders and policymakers make the case for improvement and for sustaining education reforms

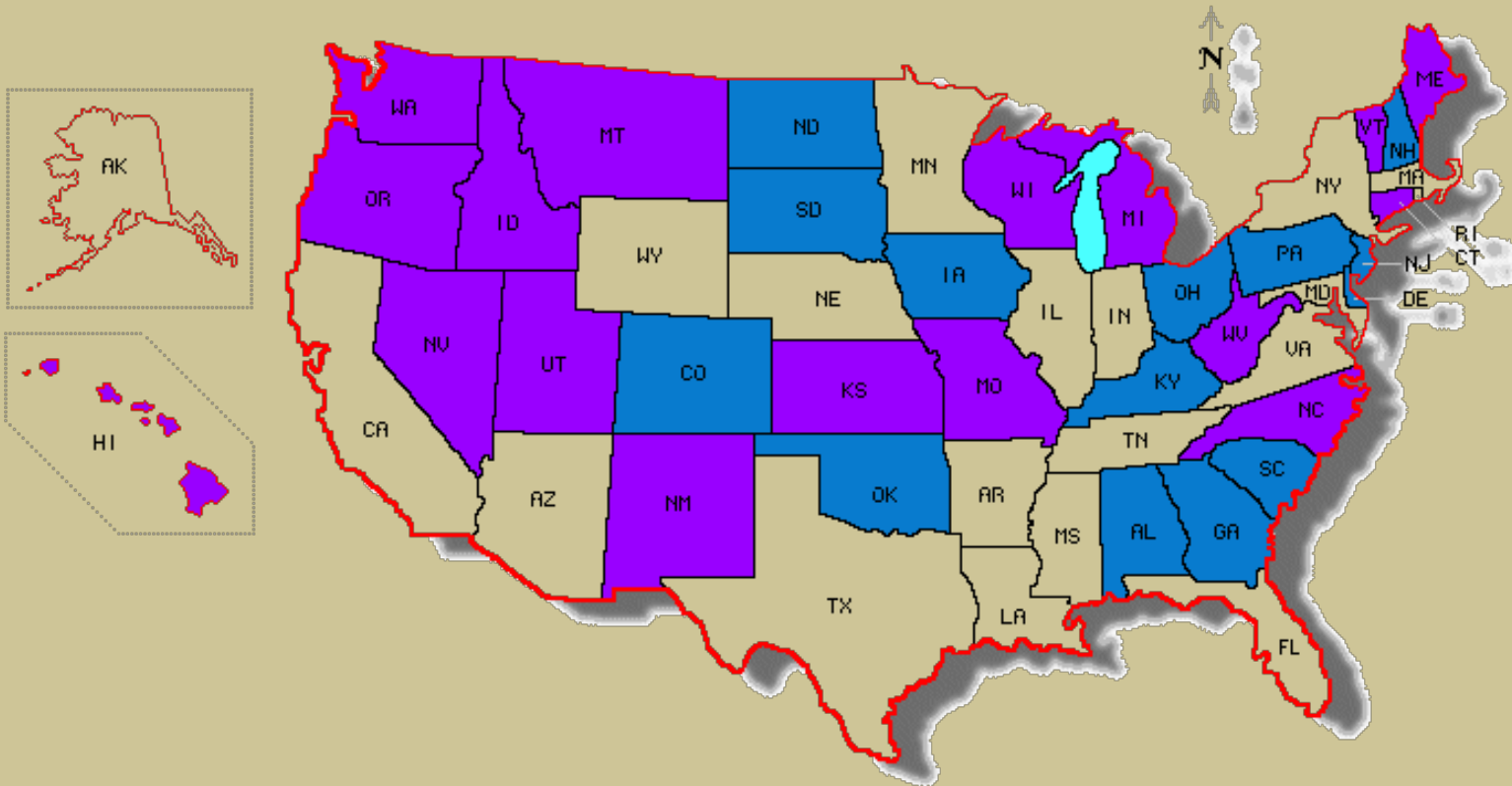
PARCC Assessment System Design

Advantages of Through Course components

- Reflect and support good instructional practice
- Signals received throughout the year, nearer in time to when key skills and critical knowledge are addressed
- Components together address the full range of the CCSS
- Multiple measures of student performance throughout the year, including in-depth assessment of writing and mathematics problem-solving skills
 - Actionable data that teachers can use to plan and adjust instruction
 - Ability to measure the performance of students across the ability spectrum

SMARTER States

- - Governing
- - Advisory



NOTES:
The State of Washington is a Governing State in addition to serving in the unique role of Lead Procurement State/Lead State for the Consortium.

SMARTER Balanced Assessment Consortium

Summative assessments using online computer-adaptive technologies

- Efficiently provides accurate measurement of all students, better than a “one size fits all” approach
- Assesses full range of CCSS in English language arts and math
- Describes both current achievement and growth across time, indicating progress toward college- and career-readiness
- Scores provide reliable state-to-state comparability, with standards set against national and international benchmarks
- States and districts have option of giving the summative tests twice a year



Assessment Design

The Consortium will provide the following by the 2014-15 school year:

1. *Formative tools and resources*
2. *Responsible flexibility*
3. *Distributed summative assessment*

Content clusters throughout a course

Most appropriate time for each student

Scores rolled up

Formative
Tools and
Processes



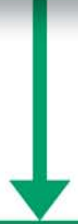
Interim/
Benchmark



Summative
Achievement



Summative
Growth



Balance

What do the critics say?

- The Common Core State Standards are a top-down national (Trojan horse federal) strategy – diversity among the states is a better approach
- Math and English language skills are not enough. We need science, civics, standards, etc.
- Standards are not sufficient – the curriculum is the key
- Standards don't really matter, and standardization is a danger
- Teaching to tests is counterproductive in education

What do I think?

- Confusing, multiple standards have been an obstacle to educational progress in the U.S.
- The Common Core State Standards are a superior product – worthy of support
- Math and English language skills are fundamental to everything else in education – consensus on standards is possible and highly desirable
- USDoE support for assessment development sets the stage for a substantial leap forward
- Good, common standards are necessary tool not a panacea

What should Higher Ed Do?

- Participate in development of assessments
- Work for postsecondary adoption and use of the standards and assessments in placement and admission – not automatic, but transparent guidance
- State level efforts to improve curriculum and teaching in order to help current and new teachers and school leaders enable students to become college ready
- Authentic partnerships between K-12 schools and colleges and universities – aligned expectations, professional development, and data feedback systems

Lest we forget

Reports on improving postsecondary educational attainment

2004-07:



Public Accountability
for Student Learning
Higher Education



A POSITION PAPER FROM THE

ACCOUNTABILITY BETTER

A National Imperative for



National Commission
on Higher Education

A TEST OF LEADERSHIP

Charting the Future of U.S. Higher Education

A Report of the Commission on
Secretary of Education



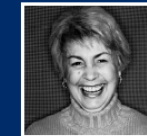
U.S. DEPARTMENT OF EDUCATION



NATIONAL CONFERENCE OF STATE LEGISLATURES
The Forum for America's Ideas

TRANSFORMING HIGHER EDUCATION

NATIONAL IMPERATIVE — STATE RESPONSIBILITY



RECOMMENDATIONS OF THE
NATIONAL CONFERENCE OF STATE LEGISLATURES
BLUE RIBBON COMMISSION ON HIGHER EDUCATION

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SHEEO, the national association of state-wide higher education executives, focuses on public policy for higher education in the U.S. It was founded in 1954.