Common Core State Standards and College Readiness

Cheryl Blanco
Regional Senior Advisor

WICHE Western Alliance
Of Community College Academic Leaders
April 3, 2013
Today

• status of SB’s work
• role higher education is playing to enhance the success of common core and the assessments
• cut scores
• relationship between cut scores, college-readiness, placement and remediation
Status of Smarter Balanced Work
Timeline

Formative Processes, Tools, and Practices Development Begins

Summative Master Work Plan Developed and Work Groups Launched

Writing and Review of Pilot Items/Tasks (including Cognitive Labs and Small-Scale Trials)

Writing and Review of Field Test Items/Tasks (throughout the school year)

Field Testing of Summative and Interim Items/Tasks Conducted

Final Achievement Standards (Summative) Verified and Adopted

Procurement Plan Developed

Content and Item Specifications Development

Pilot Testing of Summative and Interim Items/Tasks Conducted

Preliminary Achievement Standards (Summative) Proposed and Other Policy Definitions Adopted

Operational Summative Assessment Administered
Pilot Test

• February through May, 1 million students & 5,300 schools
• Tested to date: approx. 150,000
• Test of 5,000 items and performance tasks created to date; no student scores released
• “Practice Test” released in late May/early June

Field Test

• Spring 2014, 6 million students
• May include student scoring
• Communications need to start this Fall
• Must develop 35,000 items and tasks
Next Steps

- **State Approval**: Second round of voting on College-content Readiness Policy

- **Validation Research**: Higher education leads will help Smarter prioritize and plan research agenda; foundations interested in assisting

- **Reporting**: Discussing how best to integrate higher education views in design of Grade 11 score reports

- **Comparability with PARCC**: Task force working on comparability goals and plans to mitigate any barriers.

- **Career Readiness**: Consulting with experts and hope to establish a career readiness task force composed of community college and career-technical education representatives later this spring
Role of Higher Education
Smarter Balanced Goals for Higher Education

- Colleges and universities recognize the Smarter Balanced Grade 11 assessment as a valid measure of college-content readiness as defined by the Common Core State Standards.

- Colleges and universities agree on a common performance standard in English language arts/literacy and mathematics for college-content readiness.

- Colleges and universities use the Smarter Balanced assessment as evidence that students are ready for credit-bearing course work and can be exempted from remediation.
How Higher Education is engaged

• Higher ed lead from each state
• Director of Higher Education Collaboration for the Consortium
• Regional senior advisors
• Higher ed reps on SB Executive Committee
• Individual statewide plans to build familiarity in public postsecondary institutions
• Faculty involved in key design decisions, work groups, and advisory committees
## Draft College Content-readiness Definition

<table>
<thead>
<tr>
<th>Subject</th>
<th>College Content-readiness Level Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts/Literacy</strong></td>
<td>Students who perform at the College Content-Ready level in English language arts/literacy demonstrate reading, writing, listening, and research skills necessary for introductory courses in a variety of disciplines. They also demonstrate subject-area knowledge and skills associated with readiness for entry-level, transferable, credit-bearing English and composition courses.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Students who perform at the College Content-Ready level in mathematics demonstrate foundational mathematical knowledge and quantitative reasoning skills necessary for introductory courses in a variety of disciplines. They also demonstrate subject-area knowledge and skills associated with readiness for entry-level, transferable, credit-bearing mathematics and statistics courses.</td>
</tr>
<tr>
<td>Level</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>1</td>
<td>Student needs substantial support to meet college content-readiness standard.</td>
</tr>
<tr>
<td>2</td>
<td>Student needs support to meet college content-readiness standard.</td>
</tr>
</tbody>
</table>
## Draft Policy Framework

<table>
<thead>
<tr>
<th>Level 3 Description</th>
<th>Implications for Grade 12</th>
<th>Implications for HS Graduates who Immediately Enter College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is exempt from developmental course work, <strong>contingent on evidence of continued learning in Grade 12</strong>.</td>
<td>Within each state, higher education and K–12 officials together determine appropriate evidence of continued learning (such as test scores or course grades).</td>
<td>For students who demonstrate evidence of continued learning in Grade 12, colleges may evaluate additional data (courses completed, grades, portfolios, placement test scores, etc.) to determine appropriate course placement at or above the initial credit-bearing level. Colleges also may evaluate additional data (courses completed, grades, portfolios, placement test scores, etc.) to determine placement in developmental or credit-bearing courses for students who fail to demonstrate sufficient evidence of continued learning in Grade 12.</td>
</tr>
</tbody>
</table>
# Draft Policy Framework

<table>
<thead>
<tr>
<th>Level 4 Description</th>
<th>Implications for Grade 12</th>
<th>Implications for HS Graduates who Immediately Enter College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is exempt from developmental course work.</td>
<td>Within each state, higher education and K-12 officials may require students to satisfactorily complete prescribed Grade 12 English and/or mathematics courses to retain the exemption from developmental course work (higher education and K-12 officials would determine appropriate courses and standards for satisfactory completion).</td>
<td>Colleges <em>may evaluate additional data</em> (courses completed, grades, placement test scores, writing samples, etc.) to determine appropriate course placement at or above the initial credit-bearing level.</td>
</tr>
</tbody>
</table>
Clarifying Statements

• **College Readiness vs. College Content-Readiness:** Readiness is a broader construct; use of term content-readiness to indicate limited nature of CCSS/assessment.

• **Multiple Measures of Content-Readiness:** Policy includes evaluation of additional criteria for all but the highest achieving students; states can construct alternate routes to demonstrating readiness.

• **Grade 12 Expectations:** States may require Level 4 students to satisfactorily complete prescribed courses in Grade 12 to retain the exemption from developmental course work.

• **Support for Emerging Approaches to Developmental Ed:** Smarter Balanced score need not exclude students from credit-bearing courses.
Clarifying Statements (cont.)

• **Requirements for advanced math or statistics:** Explains “plus standards” and need for additional evidence of readiness for more advanced courses.

• **Score Expiration:** Recommends that scores be considered valid only for students who matriculate directly from high school to college.

• **College Content-Readiness and Admission:** Policy has no affect on admission criteria (although institutions may choose to include the Smarter Balanced score in their admission evaluations).

• **Support For Students at Levels 1 and 2:** States are not bound to implement any particular program for these students.
Cut Scores
Cut Scores

• The cut score will be the common standard for college readiness that is developed cooperatively within each consortium and is comparable across PARCC and Smarter Balanced.

• During summer 2014 (after Field Test), cut scores will be determined by a consultative process with significant participation by higher education faculty.

• Governing states will vote on cut scores -- each achievement level will have a cut score. For the Grade 11 cut scores, K-12 and higher education will make a shared decision on approving the cut scores.

• Students who meet this standard and state-established standards for course-taking and performance in Grade 12 would know they will be eligible for entry-level credit-bearing courses at participating institutions across the consortia.

• Individual colleges and universities (or systems) in each state will decide if they will participate in using the Smarter Balanced score to determine eligibility for exemption from developmental courses.
Relationship between cut scores, college-readiness, placement and remediation
How Key Terms Relate

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>College-content Readiness Policy (CCRP)</td>
<td>Describes what a college-content ready student can do in math and English language arts</td>
</tr>
<tr>
<td>Cut Scores (Standards Setting)</td>
<td>Further define the CCRP with 4 levels that indicate the degree to which 11th grader is on track to be ready to be exempt from remediation and take college entry-level, credit-bearing courses</td>
</tr>
<tr>
<td>Placement</td>
<td>Takes student’s score on 11th grade assessment into account, along with other factors, to determine how to place a first-year student</td>
</tr>
<tr>
<td>Remediation</td>
<td>Draws on College-content Readiness Policy, cut scores, and placement protocols</td>
</tr>
</tbody>
</table>
Looking Ahead
What campuses can do

- Name a point person on every campus
- Review teacher prep programs
- Evaluate remedial programs
- Examine placement policies
- Inform staff and faculty
- Work with K-12 on communications - consistent and clear internal and external messages
Visit us at: SmarterBalanced.org
Common Core State Standards and College Readiness

Update on the implementation of the CCSS and development of the PARCC Assessment. Explore state approaches to engage higher education and align policies and practices associated with student transitions from high school to higher education.

WICHE Annual Alliance Conference - April 3, 2013

Emmy J. Glancy
Colorado Department of Higher Education
PARCC Assessment Higher Education Leadership Team Member
and Cross-Consortia Comparability Team Member
Common Core State Standards and College Readiness

No longer viewed as a “K12 issue” as support and interest in the Common Core State Standards (CCSS) and the development of aligned assessments by PARCC and Smarter Balanced grows among higher ed.

States are building capacity and outreach strategies to target postsecondary faculty and leaders. Strength in numbers and a common goal.

New incentives for collaboration and student success.

Goal is to accelerate implementation and ensure higher education policies are aligned with the new, common expectations for K12 students from nearly every state.
Support for Common Core State Standards

• Rigor and application of knowledge
• Moving beyond seat-time to competency
• Consistency and transparency across states and districts
Implications for Higher Education

- First year credit-bearing coursework

- Coherence among similar efforts designed to get students ready by exit, e.g.
  - remedial education, developmental education, postsecondary service providers and programs, etc.

- Educator preparation coursework, especially pre-service secondary mathematics and teaching literacy throughout all content areas
PARCC Assessment

• PARCC is an alliance of 21 states
• Represent nearly 24 million students
• Funded through a four-year, $185 million dollar grant from the U.S. Department of Education
• Partners include over 700 higher education institutions and systems
Partnership for Assessment of Readiness for College and Careers (PARCC)
K-12 and Postsecondary Roles in PARCC

K-12 Educators & Education Leaders
• Educators will be involved throughout the development of the PARCC assessments and related instructional and reporting tools to help ensure the system provides the information and resources educators most need

Postsecondary Faculty & Leaders
• Nearly 750 institutions and systems covering hundreds of campuses across PARCC states have committed to help develop the high school assessments and set the college-ready cut score that will indicate a student is ready for credit-bearing courses
PARCC’s Implementation Support & Stakeholder Engagement

To support state efforts to implement and transition to the Common Core and next generation assessments, PARCC will facilitate:

– *Strategic planning and collective problem solving* for the implementation of CCSS and PARCC assessments

– Collaborative efforts to develop the highest priority *instructional and support tools*

– Multi-state support to build *leadership cadres of educators*

– Multi-state support to engage the *postsecondary community* around the design and use of the assessments
To address the priority purposes, PARCC will develop an assessment system comprised of four components. Each component will be computer-delivered and will leverage technology to incorporate innovations.

- Two summative, required assessment components designed to
  - Make “college- and career-readiness” and “on-track” determinations
  - Measure the full range of standards and full performance continuum
  - Provide data for accountability uses, including measures of growth

- Two non-summative, optional assessment components designed to
  - Generate timely information for informing instruction, interventions, and professional development during the school year
  - An additional third non-summative component will assess students’ speaking and listening skills
TIMELINE

The PARCC Partnership began field testing the new assessments in the 2012-2013 school year, with full operational administration scheduled to begin in 2014-15.

2010-11 School Year: Launch and design phase
2011-12 School Year: Development begins
2012-13 School Year: First year pilot/field testing and related research and data collection
2013-14 School Year: Second year pilot/field testing and related research and data collection
2014-15 School Year: Full operational administration of PARCC assessments
Summer 2015: Set achievement levels, including college-ready performance levels
POLICY DECISIONS

• Two College-Ready (CR) Determinations
  – Students who earn a College-Ready Determination in ELA/literacy will have demonstrated the knowledge and skills necessary to enter into and succeed in entry-level, credit-bearing courses in College English Composition and Literature, and introductory courses requiring college-level reading in a range of disciplines, such as history and the social sciences.
  – Students who earn a College-Ready Determination in Mathematics will have demonstrated the knowledge, skills, and practices* necessary to enter into and succeed in entry-level, credit-bearing courses in College Algebra and Introductory Statistics.

*The practices referred to here are the Standards for Mathematical Practice included in the Common Core State Standards.
• Accommodation Policy
• Research, Comparability, and Validation Policies
• Performance Level Descriptor for each grade and level
Common Cut Scores

• Scores to be used for placement decisions may help:
  • Improve public perception of state tests
  • Validate high school instruction, experiences, and effort
  • Inform early interventions
What now?

• Three strategies to engage higher ed. to support implementation and improve student outcomes throughout entire pipeline:

1) Engage higher education faculty and leaders to provide expertise and feedback, strengthen commitment to policy goals, as well as raise awareness and campus-level support for changes

2) Build collaborative working partnerships between high school teachers and higher education faculty

3) Affirm CCSS and forthcoming assessments by revising higher ed. policies and practices
Assessment Design and Higher Education Engagement Structure

GOALS OF STRUCTURE:

• BUILD BUY-IN AND INFORM STATE POSITIONS ON KEY MATTERS

• CREATE GRASSROOTS EFFORT THAT BUILDS TRUST AND CHAMPIONS

• BUILD REGIONAL PARTNERSHIPS TO ALIGN STANDARDS, INFORM IMPLEMENTATION AND ADDRESS CHALLENGES

• LAY FRAMEWORK FOR SUCCESSFUL ADOPTION OF COLLEGE READINESS CUT-SCORES
SBAC/PARCC Comparability Team

Area(s) supporting comparability:

- Inclusion, accommodations, shared definitions for student demographics and program participation status
- College and career readiness
- Policy and content descriptors in grades 3-8 and high school
- Cut scores
- Research/validation studies to link scales and performance to postsecondary outcomes
- Communications
More Information and Updates

• Identify and connect with your state higher education lead
• Visit [www.parcconline.org](http://www.parcconline.org)
Emmy J. Glancy
Colorado Department of Higher Education
Academic Policy Officer – P20 Alignment Director
Emmy.Glancy@dhe.state.co.us
303.548.6650

Callie Riley
Program Associate, Postsecondary Engagement
Achieve
1400 16th St NW
Suite 510
Washington, DC 20036
202-419-1584
criley@achieve.org

Contact Information