

COMMISSION FOR HIGHER EDUCATION

Friday, August 13, 2010

DISCUSSION ITEM A: **Common Core State Standards**

Staff Recommendation

For discussion only.

Background

In the spring of 2009, Governors and K-12 Schools Chiefs from 48 states and the District of Columbia committed to developing a common core of state K-12 English/language arts and mathematics standards. The Common Core State Standards were developed as part of a state-led effort coordinated by the National Governors Association and the Council of Chief State School Officers representatives from participating states and a wide range of educators, content experts, researchers, national organizations and community groups.

A long-time national leader in the development of highly regarded academic standards, Indiana joined the consortium of states to adopt the Common Core State Standards on August 3, 2010 with formal approvals by Indiana's Education Roundtable and the Indiana State Board of Education.

Designed to define the knowledge and skills K-12 students need to graduate from high school prepared to succeed in entry-level, credit-bearing academic college courses and workforce training programs, the Common Core State Standards are:

- Anchored in college and career readiness
- Internationally benchmarked
- Informed by the best state & national standards
- Based on evidence and research
- Focused on the essentials to allow deeper treatment

In addition to work related to the implementation of the new standards, Indiana is taking a leadership position in a national effort to create common assessments aligned to the common standards. The Partnership for the Assessment of Readiness for College and Careers (PARCC) has engaged 200 postsecondary institutions across the 26 participating states – including all of Indiana's two- and four-year public colleges and universities. Ultimately, this effort is expected to lay the groundwork for common college-ready assessments that will help more students enter Indiana colleges better prepared and more likely to complete degrees and certificates.

Supporting Document

Common Core State Standards Background Information



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NEWS

www.doe.in.gov/news

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Indiana Adopts Common Core Standards

The Indiana Department of Education (IDOE) adopted the Common Core State Standards (CCSS) for English/Language Arts, Literacy, and Mathematics, following approval today from Indiana's Education Roundtable and State Board of Education. Indiana joins a consortium of states that have adopted the standards so far. The CCSS aim to create consistent national benchmarks for all students, regardless of their home state.

"We want to ensure our students are held to the highest academic standard, and we believe the CCSS will position Indiana children well — nationally and internationally," Superintendent of Public Instruction Dr. Tony Bennett said. "While these common standards will serve as guidelines for success, it will be up to our outstanding educators to decide how best to deliver instruction to make sure our students receive an academically rigorous and globally competitive education."

The CCSS were developed by two associations: the National Governors Association and the Chief Council of State School Officers in collaboration with representatives from participating states and a wide range of educators, content experts, researchers, national organizations and community groups. Forty-eight states and two territories have indicated they plan to adopt the standards, resulting in a vast majority of U.S. students being taught the same critical skills.

The Common Core State Standards offer many other benefits:

- CCSS will help prepare all students with the knowledge and skills needed to succeed in college and careers.
- They will help students who move between states by ensuring their curriculum remains intact. States can align textbooks, digital media, and curricula to these internationally benchmarked standards.
- They will allow for more focused pre-service education and professional development.
- The CCSS will create potential economies of scale around areas such as curriculum, instructional resources, and assessment. These areas will be strengthened and aligned with the CCSS.
- Common standards provide the opportunity to compare and evaluate policies that affect student achievement across states and districts.
- They create the opportunity for America to compete for high-wage, high-skill jobs in a knowledge-based economy.

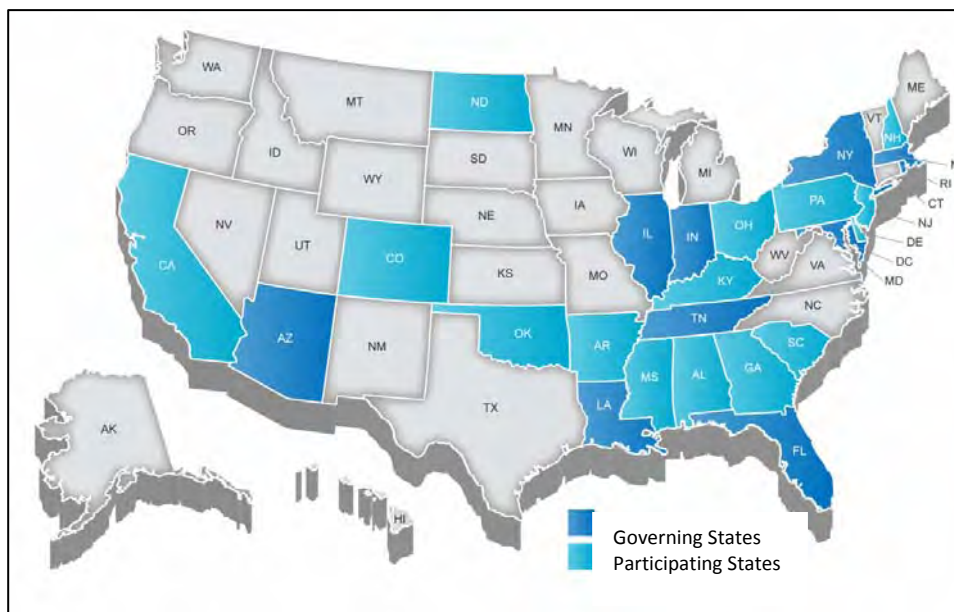
"In Indiana, our goals for students are on target with those in the common core," Bennett said. "Adopting the CCSS gives Indiana clearer and higher standards than ever before. These improved standards are not only aligned with college and workforce expectations, but they also include rigorous content and knowledge application pieces."

The current transition plan for the CCSS allows teachers to continue using the Indiana academic standards during the 2010-2011 academic year. Schools will begin teaching the CCSS in the 2011-2012 academic year, resulting in a fully implemented Common Core State Standards program by 2014-2015. School accountability will use the current standards until that time.

IDOE staff is working on plans to assist educators as they implement these new standards. For more information on the CCSS, go to www.corestandards.org or www.doe.in.gov/standards.

Partnership for the Assessment of Readiness for College and Careers (PARCC) Race to the Top Assessment Proposal Summary

In states across the country, far too many students graduate from high school without the skills and knowledge necessary to succeed in postsecondary education and 21st century careers. This puts those students' future opportunities at risk and it has a harmful effect on our states' and the nation's economy. To address this problem, leaders from 26 states formed the Partnership for Assessment of Readiness for College and Careers (PARCC) to create a next-generation assessment system that will ensure students across the country are expected to meet common, high standards that will prepare them for their futures. ***States in the Partnership share one fundamental goal: building their collective capacity to dramatically increase the rates at which students graduate from high school prepared for success in college and the workplace.***



ABOUT THE PARTNERSHIP

- PARCC includes 26 states that educate more than 31 million public K-12 students in the U.S.; those in bold are “governing states” and will serve on the governing board: Alabama, **Arizona**, Arkansas, California, Colorado, Delaware, **District of Columbia**, Florida, Georgia, **Illinois**, **Indiana**, Kentucky, **Louisiana**, **Maryland**, **Massachusetts**, Mississippi, New Hampshire, New Jersey, **New York**, North Dakota, Ohio, Oklahoma, Pennsylvania, **Rhode Island**, South Carolina, and **Tennessee**.
- PARCC states have collaborated to apply for the Race to the Top Assessment competition to develop a shared set of K-12 assessments in mathematics and English Language Arts/Literacy. The new assessments will be ready for states to administer by the 2014-2015 school year.
- Nearly 200 two- and four-year institutions of higher education (IHE's) – representing nearly 1,000 individual campuses across the 26 states and 89.8% of direct matriculation students in public IHE's in all Partnership states– have committed to participate in the Partnership. Higher education leaders and faculty will help design the high school assessments and, ultimately, use the assessments as one indicator of students' readiness for entry-level postsecondary courses.

- PARCC has selected Achieve to coordinate the work of the Partnership, leveraging the organization's deep experience in educational standards, assessments and the broader college- and career-ready policy agenda.

KEY FEATURES OF THE PARCC PROPOSAL

- **States in PARCC will adopt common assessments and performance standards.** Because the assessments will be developed by states in partnership with one another, they will provide a common metric for measuring the performance of their students. For the first time, meeting standards in one state will mean same thing as in the others.
- **The Partnership's assessment system will be *anchored in college and career readiness*.** In high school, there will be assessments in mathematics and English Language Arts/Literacy aligned to the Common Core State Standards that measure whether students have acquired the knowledge and skills necessary for success in first-year, credit-bearing college courses. Assessments in grades 3-8 and earlier in high school will measure whether students are *on-track* to achieve readiness by high school graduation. Assessing students against this standard gives parents a clear signal of whether their children are prepared for their next steps, and it gives schools a chance to close any gaps in students' academic skills before they graduate.
- **Students will take parts of the assessment at key times during the school year, closer to when they learn the material.** The Partnership's assessment system will include several *through-course assessments* in each grade, which will be combined with more streamlined end-of-year tests to produce a more complete picture of student performance. These assessments will measure students' learning closer to the time when classroom instruction takes place and will give feedback throughout the year, allowing educators to adjust instructional practices or give extra support to students who need it.
- **PARCC assessments will be computer based.** In recognition of the powerful role technology is playing in students' lives, the majority of the new assessments will be designed to be administered by computer. This will enable much faster turnaround of results, and it will allow for innovations in test items by leveraging new technologies. Moving to computer-based testing will also reduce costs for states.
- **PARCC assessments will include sophisticated items and performance tasks to measure the standards more effectively.** The Partnership's assessments, both end-of-year and through-course, will include challenging *performance tasks and innovative, computer-enhanced items* that elicit complex demonstrations of learning and measure the full range of knowledge and skills necessary to succeed in college and 21st century careers. The inclusion of performance tasks will ensure that the assessments measure skills that are difficult to measure in on-demand assessments, and they will help model effective classroom instruction.

BENEFITS OF THE PARCC ASSESSMENT SYSTEM

- ***The Partnership will pool expertise and resources to develop the nation's highest quality assessments.*** States in PARCC are the nation's educational reform leaders. Collectively they have the highest standards and best assessment systems in the country. The Partnership will

leverage the best features of the current assessments to design new assessments that press further than any one state has gone to date.

- ***PARCC assessments will be aligned to the Common Core State Standards and enable cross-state comparisons of results.*** The Partnership is committed to building assessments that measure the full range of the common core state standards. States in the Partnership will also adopt common performance standards so results will be comparable across states.
- ***Achievement results will be based on a more meaningful standard-- college and career readiness.*** Anchoring the assessment system to a college- and career-ready benchmark creates a more meaningful target for students and schools; scoring “proficient” on the assessments will mean students are on track for the next steps in their education, including postsecondary education and training after high school. The college- and career-ready achievement standards on the Partnership’s assessments will also promote greater coherence and alignment between the K-12 and higher education systems: meeting standards on the PARCC assessments in high school will mean students are prepared to meet higher education’s placement standards.
- ***The assessment system will help make state accountability systems better drivers of improvement.*** The Partnership’s assessments will reflect challenging standards and will engage students in more meaningful demonstrations of their knowledge and understanding than traditional tests, better reflecting the kinds of quality classroom instructional practices that will be necessary to help students meet college- and career-ready standards. Since these assessments will form the backbone of educator and school accountability systems, they will serve as a positive influence on what goes on schools and classrooms.
- ***Classroom teachers will have an assessment system that provides as much for them as it asks from them.*** Teachers will be able to focus their instruction on clear targets and those targets will represent meaningful progress toward an evidence-based standard of college and career readiness. Teachers will also have access to actionable assessment data much more frequently, allowing them to adjust instruction, individualize interventions, and fine-tune lessons and units throughout the school year. The Partnership will develop training tools for educators to deliver the assessments to students and, critically, to use the results from the assessments to inform instructional decisions throughout the school year.

For more information on PARCC, please contact Achieve at 202-419-1540 or on the web at www.achieve.org.