



Implementation of the Common Core State Standards and Development of PARCC Assessments

*Silicon Valley Mathematics Initiative
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Purpose of the Presentation



- ◆ To provide an overview of the CCSS and their development
- ◆ To consider issues in implementation of the CCSS
- ◆ To provide an overview of PARCC's work to develop an assessment system aligned with the CCSS
- ◆ To discuss issues California is facing related to the CCSS and PARCC
- ◆ To stimulate feedback related to the work of PARCC and implementation of the CCSS



Role of Achieve



- ◆ Who is Achieve?
- ◆ What was our role in the development of the CCSS?
- ◆ What is our role in helping with implementation of the CCSS?
- ◆ What is our role in PARCC and assessment development?





Achieve, Inc., was created by the nation's governors and business leaders in 1996 following the first National Education Summit.

- ◆ Achieve is a bipartisan, non-profit organization that helps states raise academic standards, improve assessments, and strengthen accountability to prepare all young people for postsecondary education, work, and citizenship.
- ◆ Achieve currently is working with 35 states through the American Diploma Project Network to design and implement policies that aim to close the expectations gap.
- ◆ Achieve is also a partner in the Common Core State Standards Initiative and is managing a consortium of states in developing an assessment system aligned with the Common Core State Standards



About Achieve: Common Core State Standards Initiative



- ◆ **Achieve has collaborated with the CCSSO and NGA to facilitate the development of common K-12 standards in mathematics and English language arts:**
 - Participated on writing team for College and Career Readiness Standards, which anchored development work for the common K-12 standards
 - Participated in extended working group for common K-12 standards
 - Provided analytics to states
 - ADP Benchmarks side-by-side
 - Common Core Comparison Tool
 - Developed Model Course Pathways





Common Core State Standards (CCSS)

The Common Core State Standards Initiative



Beginning in the spring of 2009, Governors and state commissioners of education from 48 states, 2 territories and the District of Columbia committed to developing a common core of state K-12 English Language Arts/Literacy (ELA/Literacy) and mathematics standards.

The **Common Core State Standards Initiative (CCSSI)** is a state-led effort coordinated by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO).

www.corestandards.org



Why Common Core State Standards?



- ◆ **Preparation:** The standards will help prepare students with the knowledge and skills they need to succeed in education and training after high school.
- ◆ **Competition:** The standards are internationally benchmarked to help ensure our students are globally competitive.
- ◆ **Equity:** Expectations are consistent for all--and not dependent on a student's zip code.
- ◆ **Clarity:** The standards are focused, coherent, and clear so students (and parents and teachers) understand what is expected of them.
- ◆ **Collaboration:** The standards create a foundation to work collaboratively across states and districts, pooling resources and expertise.



Process and Timeline

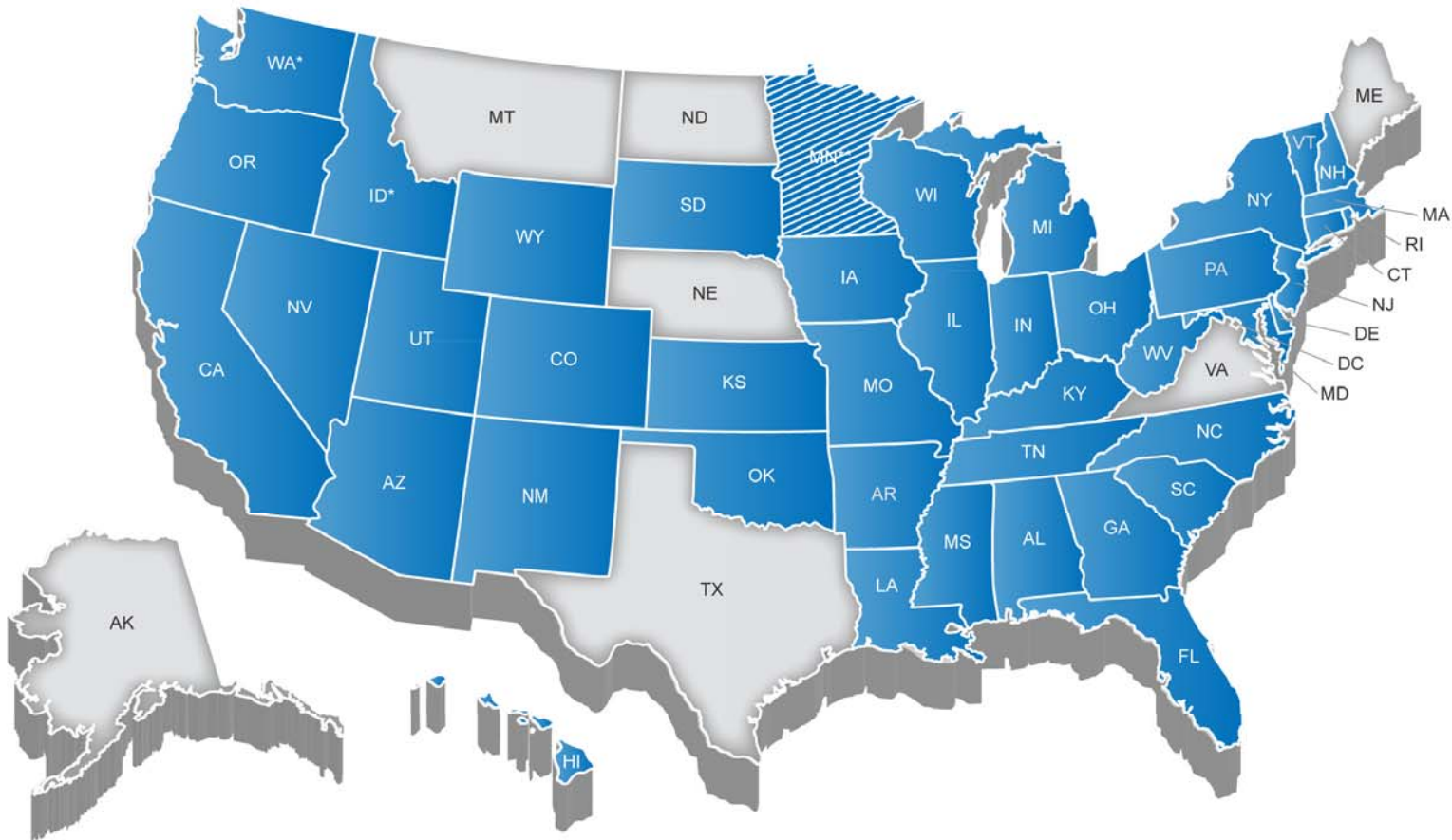


K-12 Common Standards:

- ◆ Core writing teams in English Language Arts and Literacy and Mathematics (See www.corestandards.org for list of team members)
- ◆ External and state feedback teams provided on-going feedback to writing teams throughout the process
- ◆ Draft K-12 standards released for public comment on March 10, 2010; 9,600 comments received
- ◆ Validation Committee of leading experts reviewed standards
- ◆ **Final standards were released June 2, 2010**
- ◆ **To date, 43 States and the District of Columbia have adopted the CCSS.**



43 States, DC, and the US Virgin Islands



*Washington and Idaho have adopted the CCSS conditionally/provisionally

** Minnesota has adopted the CCSS in ELA only



Feedback and Review



External and State Feedback teams included:

- ◆ Postsecondary Faculty
- ◆ K-12 Faculty and staff
- ◆ State curriculum and assessments experts
- ◆ Researchers
- ◆ National organizations (including, but not limited, to):
 - American Council on Education (ACE)
 - American Federation of Teachers (AFT)
 - Campaign for High School Equity (CHSE)
 - Conference Board of the Mathematical Sciences (CBMS)
 - Modern Language Association (MLA)
 - National Council of Teachers of English (NCTE)
 - National Council of Teachers of Mathematics (NCTM)
 - National Education Association (NEA)





Standards from individual high-performing countries and provinces were used to inform content, structure, and language, as well as rigor, coherence, and progression.

Mathematics

1. *Belgium (Flemish)*
2. *Canada (Alberta)*
3. *China*
4. *Chinese Taipei*
5. *England*
6. *Finland*
7. *Hong Kong*
8. *India*
9. *Ireland*
10. *Japan*
11. *Korea*
12. *Singapore*

English Language Arts/Literacy

1. *Australia*
 - *New South Wales*
 - *Victoria*
2. *Canada*
 - *Alberta*
 - *British Columbia*
 - *Ontario*
3. *England*
4. *Finland*
5. *Hong Kong*
6. *Ireland*
7. *New Zealand*
8. *Singapore*



The Common Core State Standards: Key Advances in English Language Arts



Reading

- ◆ The standards establish a “staircase” of increasing complexity in what students must be able to read and require the progressive development of reading comprehension.
- ◆ They also establish a balance between literature and informational texts

Writing

- ◆ The standards require students to develop the ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence.

Speaking and Listening

- ◆ The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.



The Common Core State Standards: Key Advances in Mathematics



Elementary (K-5) Standards

- ◆ Provide students with a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals.

Middle School (6-8) Standards

- ◆ Provide a coherent and rich preparation in algebra and geometry for high school mathematics.

High School (9-12) Standards

- ◆ Call on students to practice applying mathematical ways of thinking to real world issues and challenges; they prepare students to think and reason mathematically.
- ◆ Set a rigorous definition of college and career readiness, by helping students develop a depth of understanding and ability to apply mathematics to novel situations.
- ◆ Emphasize mathematical modeling, the use of mathematics and statistics to analyze empirical situations, understand them better, and improve decisions.



Design and Organization for Mathematics



Standards for Mathematical Practice

- ◆ Carry across all grade levels
- ◆ Describe habits of mind of a mathematically expert student

Standards for Mathematical Content

- ◆ K-8 standards presented by grade level
- ◆ Organized into domains that progress over several grades
- ◆ Grade introductions give 2–4 focal points at each grade level
- ◆ High school standards presented by conceptual theme (Number & Quantity, Algebra, Functions, Modeling, Geometry, Statistics & Probability)



Design and organization



- ◆ Content **standards** define what students should understand and be able to do
- ◆ **Clusters** are groups of related standards
- ◆ **Domains** are larger groups that progress across grades

Number and Operations in Base Ten

3.NBT

Use place value understanding and properties of operations to perform multi-digit arithmetic.

1. Use place value understanding to round whole numbers to the nearest 10 or 100.
2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3. Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

Domain

Cluster

Standard



Design and Organization: Grade-Level Overview



Grade K Overview

Counting and Cardinality

- **Know number names and the count sequence.**
- **Count to tell the number of objects.**
- **Compare numbers.**

Operations and Algebraic Thinking

- **Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**

Number and Operations in Base Ten

- **Work with numbers 11–19 to gain foundations for place value.**

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.





Mathematics | Grade 6

In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

(1) Students use reasoning about multiplication and division to solve ratio and rate problems about quantities. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students connect their understanding of



Coherence in Number, Operations, and Algebraic Thinking in Grade 1



Number and Operations in Base Ten

- ◆ Extend the counting sequence.
- ◆ Understand place value.
- ◆ Use place value understanding and properties of operations to add and subtract.

Operations and Algebraic Thinking

- ◆ Represent and solve problems involving addition and subtraction.
- ◆ Understand and apply properties of operations and the relationship between addition and subtraction.
- ◆ Add and subtract within 20.
- ◆ Work with addition and subtraction equations.



Building a Sense of Coherence and Progression: Fractions in Grades 3–6



- ◆ Develop an understanding of fractions as numbers (Grade 3).
- ◆ Extend understanding of fraction equivalence and ordering (Grade 4).
- ◆ Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers (Grade 4).
- ◆ Understand decimal notation for fractions, and compare decimal fractions (Grade 4).
- ◆ Use equivalent fractions as a strategy to add and subtract fractions (Grade 5).
- ◆ Apply and extend previous understandings of multiplication and division to multiply and divide fractions (Grade 5).
- ◆ Apply and extend previous understandings of multiplication and division to divide fractions by fractions (Grade 6).



Progression from Measurement and Data to Statistics and Probability in Grade 6



Develop understanding of statistical variability

- Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.
- Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
- Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.



Progression to Rigorous Treatment of Algebra at Grade 8



Graded ramp up to Algebra in Grade 8

- ◆ Properties of operations, similarity, ratio and proportional relationships, rational number system.

Focus on linear equations and functions in Grade 8

- ◆ Expressions and Equations
 - ◆ Work with radicals and integer exponents.
 - ◆ Understand the connections between proportional relationships, lines, and linear equations.
 - ◆ Analyze and solve linear equations and pairs of simultaneous linear equations.
- ◆ Functions
 - ◆ Define, evaluate, and compare functions.
 - ◆ Use functions to model relationships between quantities.



High School Overview



Conceptual themes in high school

- ◆ Number and Quantity
- ◆ Algebra
- ◆ Functions
- ◆ Modeling
- ◆ Geometry
- ◆ Statistics and Probability


College and career readiness threshold

- ◆ (+) standards indicate material beyond the threshold; can be in courses required for all students but define the additional mathematics that students should learn to take advanced mathematics courses





*Model Mathematics
Pathways*




High School Math Pathways: The Basics



- ◆ They were developed by a panel of experts convened by Achieve, including teachers, state mathematics supervisors, mathematicians, statisticians, representatives from higher education and the workforce, and in collaboration with the CCSS standards writers
- ◆ The Pathways reorganize the high school Common Core standards into rigorous, focused and coherent course sequences that ensure students complete the college and career readiness standards by the end of three courses
- ◆ There are two sequences with three courses each:
 - ◆ One sequence is “traditional” and the other is “integrated”
 - ◆ Both sequences culminate in college and career readiness and prepare students for a variety of fourth-year courses





High School Math Pathways: The Basics, continued



- ◆ The Pathways build on middle school standards, which, as in high-achieving countries, include significant amounts of algebra and geometry
- ◆ They illustrate possible approaches—they are models, not mandates
- ◆ They are not prescriptions for curriculum or pedagogy
- ◆ They include “instructional notes” which provide guidance to teachers regarding connections, applications, constraints, and extensions
- ◆ They also include a very limited number of examples to illustrate connections and applications
- ◆ They prepare students for a variety of optional fourth-year courses, including Precalculus, Discrete Mathematics, Advanced Statistics, Mathematical Decision Making and others



Two Mathematics Pathways



Two Regular Sequences:

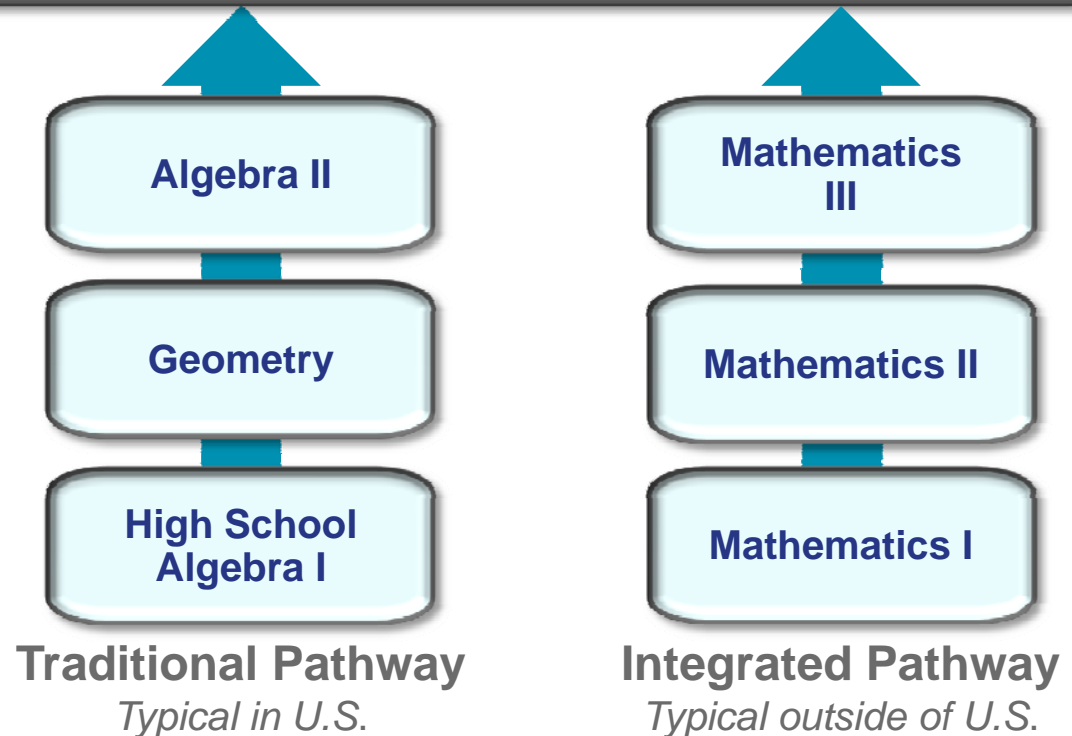
Traditional Pathway

- 2 Algebra courses, 1 Geometry course, with Probability and Statistics interwoven

Integrated Pathway

- 3 courses that attend to Algebra, Geometry, and Probability and Statistics each year

Courses in higher level mathematics: Precalculus, Calculus*, Advanced Statistics, Discrete Mathematics, Advanced Quantitative Reasoning, or courses designed for career technical programs of study.




Comparing and Contrasting the Pathways



Topic	Traditional	Integrated
Transforming quadratic expressions	Course 1	Course 2
Solving quadratic equations with real roots	Course 1	Course 2
Quadratics and geometry	Course 2	Course 2
Solving quadratic equations with complex roots	Course 3	Course 2





Mathematics Pathways: Coherent, Focused & Rigorous



- ◆ Both pathways minimize repetition from one course to the next, as well as minimize repetition from the middle grades standards.
- ◆ The courses are coherent because they clearly connect sets of content with each other, and progress logically.
- ◆ The courses are focused, where key ideas are captured in units of study.
- ◆ The courses are rigorous, because they prepare students to be college and career ready.
- ◆ The courses' manageability has been externally validated by practitioners—teachers and curriculum developers in the field.





**What additional options
do students have
when they complete
this sequence?**

Beyond the Core: What Comes Next?



Additional Mathematics

- ◆ The courses in both pathways put a premium on modeling and problem solving, giving students the skills they need to continue in the directions they're passionate about.
- ◆ Both pathways get students through the college- and career-minimum by the end of the third year, allowing students to branch out to courses of choice in the fourth year.
- ◆ Such courses include Pre-calculus, Advanced Statistics, Discrete Mathematics, Mathematical Decision Making, or courses designed for career and technical education programs of study.



Getting To Calculus Sooner: Two Compacted Pathways



Accelerated Pathways

- Two additional pathways (one traditional and one integrated) that compact the curriculum and require a faster pace
 - The traditional compacted pathway has students completing the content of 7th grade, 8th grade, and High School Algebra I in grades 7 (Compacted 7th Grade) and 8 (8th Grade Algebra I), enabling students to finish Algebra II by the end of the sophomore year.
 - The integrated compacted pathway has students completing the content of 7th grade, 8th grade, and Mathematics I in grades 7 (Compacted 7th Grade) and 8 (8th Grade Mathematics I), enabling them to complete Math III by the end of the sophomore year.
- Both prepare students for Precalculus in their junior year and Calculus in their senior year





Partnership for Assessment of Readiness for College and Career (PARCC)

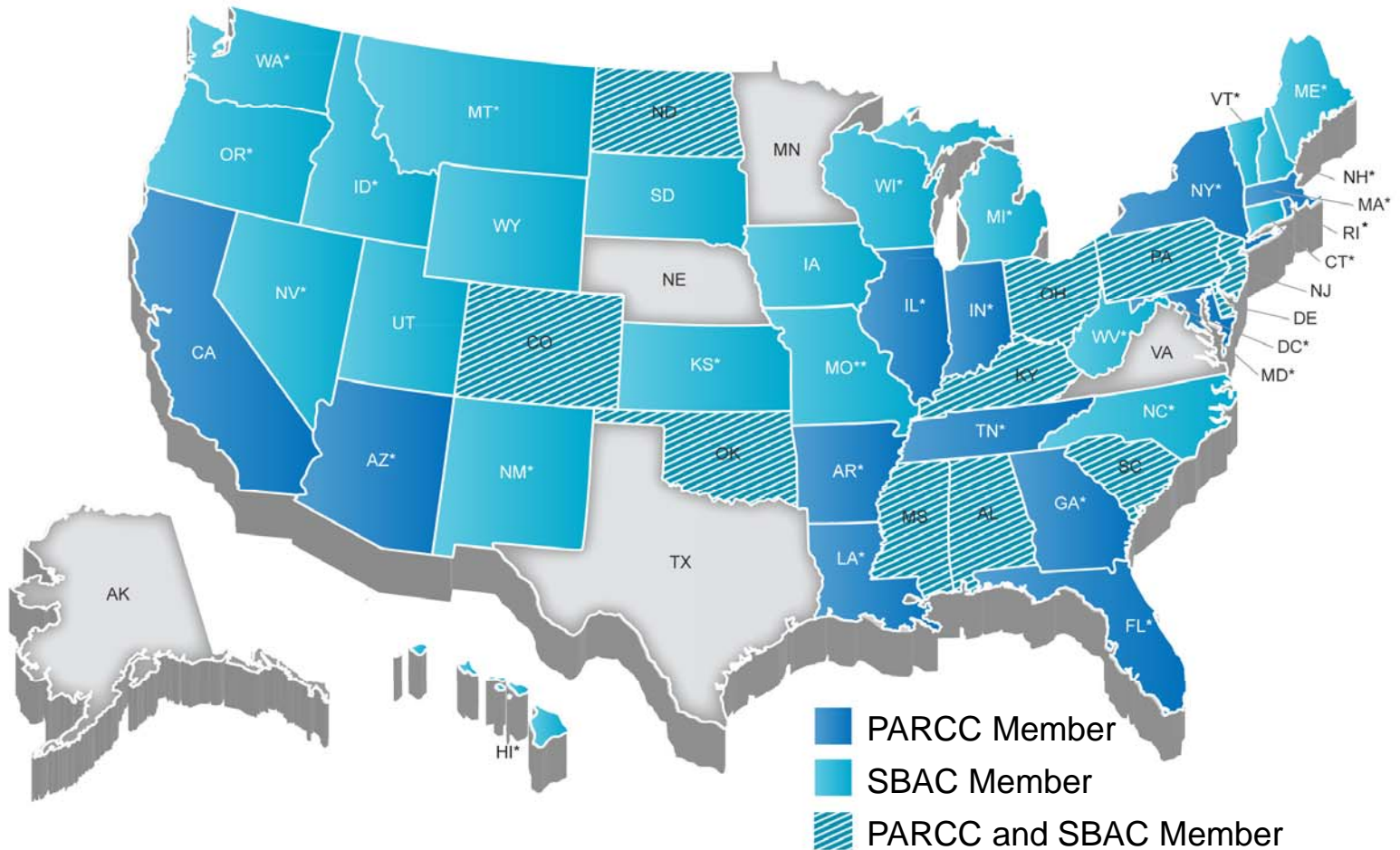
Race to the Top Assessment Program Competition



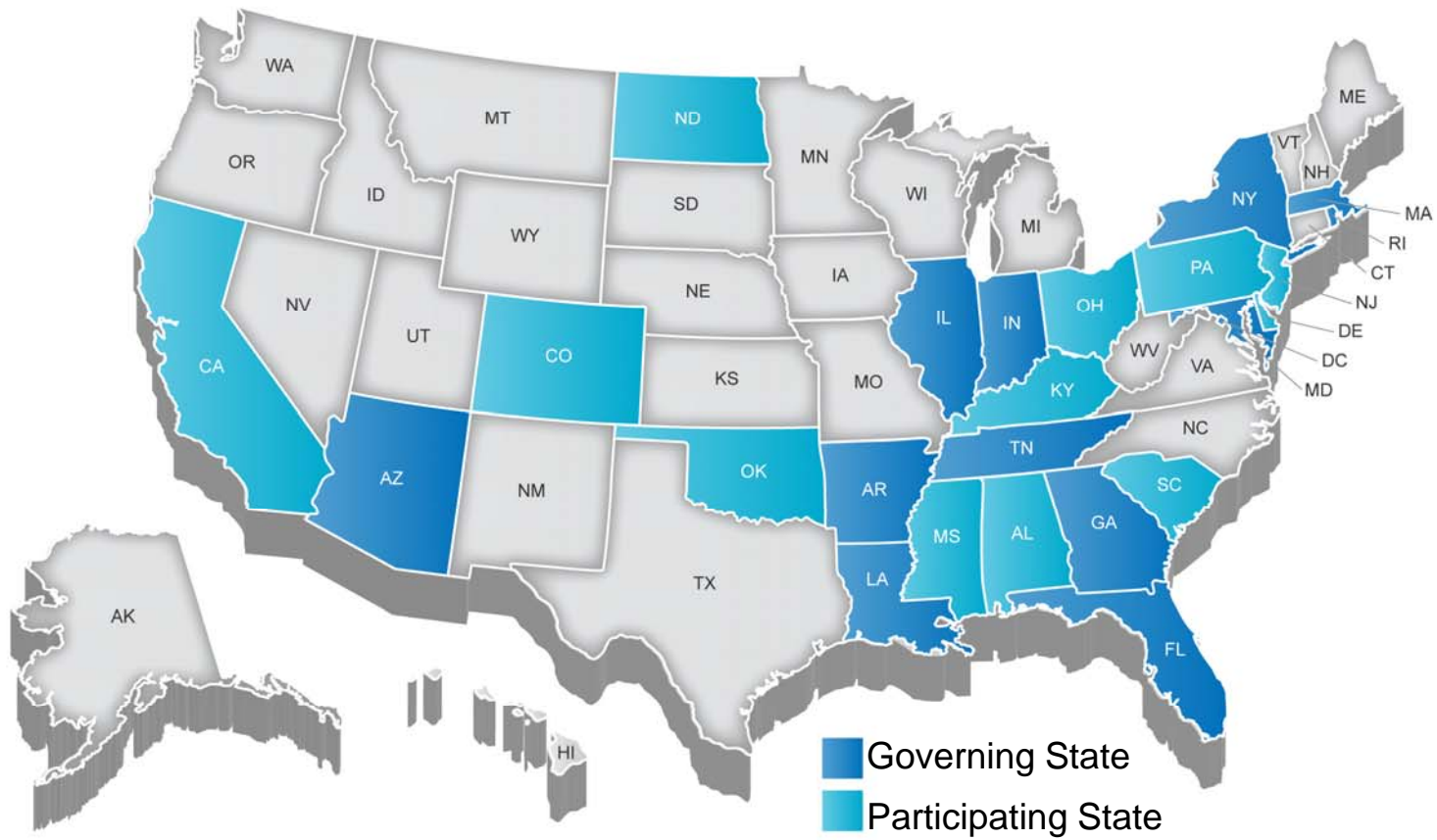
- ◆ \$350 million of Race to the Top Fund set aside for awards to consortia of states to design and develop common K-12 assessment systems aligned to common, college- and career-ready standards.
- ◆ Competition asked consortia to design assessment systems that meet dual needs of:
 - ◆ Instructional improvement
 - ◆ Accountability
- ◆ In September 2010, the U.S. Department of Education awarded two grants:
 - ◆ Partnership for Assessment of Readiness for College and Careers (PARCC)
 - ◆ Smarter Balanced Assessment Consortium (SBAC)
- ◆ The winning consortia have four years to develop assessments systems, and participating states will administer new assessments statewide by 2014-2015.



Forty-Five States and the District of Columbia Have Joined the PARCC and SBAC Assessment Consortia



PARCC States



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



PARCC Project Management Partner



PARCC selected Achieve as its Project Management Partner

- ▶ Key role in coordinating the work of the Partnership
- ▶ Leveraging of Achieve's experience in standards, including help in development of the Common Core State Standards
- ▶ Leveraging Achieve's experience leading a multi-state assessment development effort anchored in college- and career-ready goals.





PARCC Theory of Action

PARCC's Fundamental Goal

States in the Partnership are committed to building their collective capacity to increase the rates at which students graduate from high school prepared for success in college and the workplace.



Theory of Action: Assessment System Design



- ◆ **Meaningful Standards:** The Partnership's assessment system will be anchored in the Common Core State Standards which are consistent across states, clear to the public, and provide an on-ramp to college and careers.
- ◆ **Higher Quality and Meaningful Tests:** PARCC assessments will include sophisticated items and performance tasks to measure critical thinking, strategic problem solving, research and writing. (e.g., measure the full range of the Common Core State Standards)
- ◆ **Through-Course Testing:** Students will take parts of the assessment at key times during the school year, closer to when they learn the material.
- ◆ **Maximize Technology:** PARCC assessments in most grades will be computer based.
- ◆ **Cross-State Comparability:** States in PARCC will adopt common assessments and common performance standards.



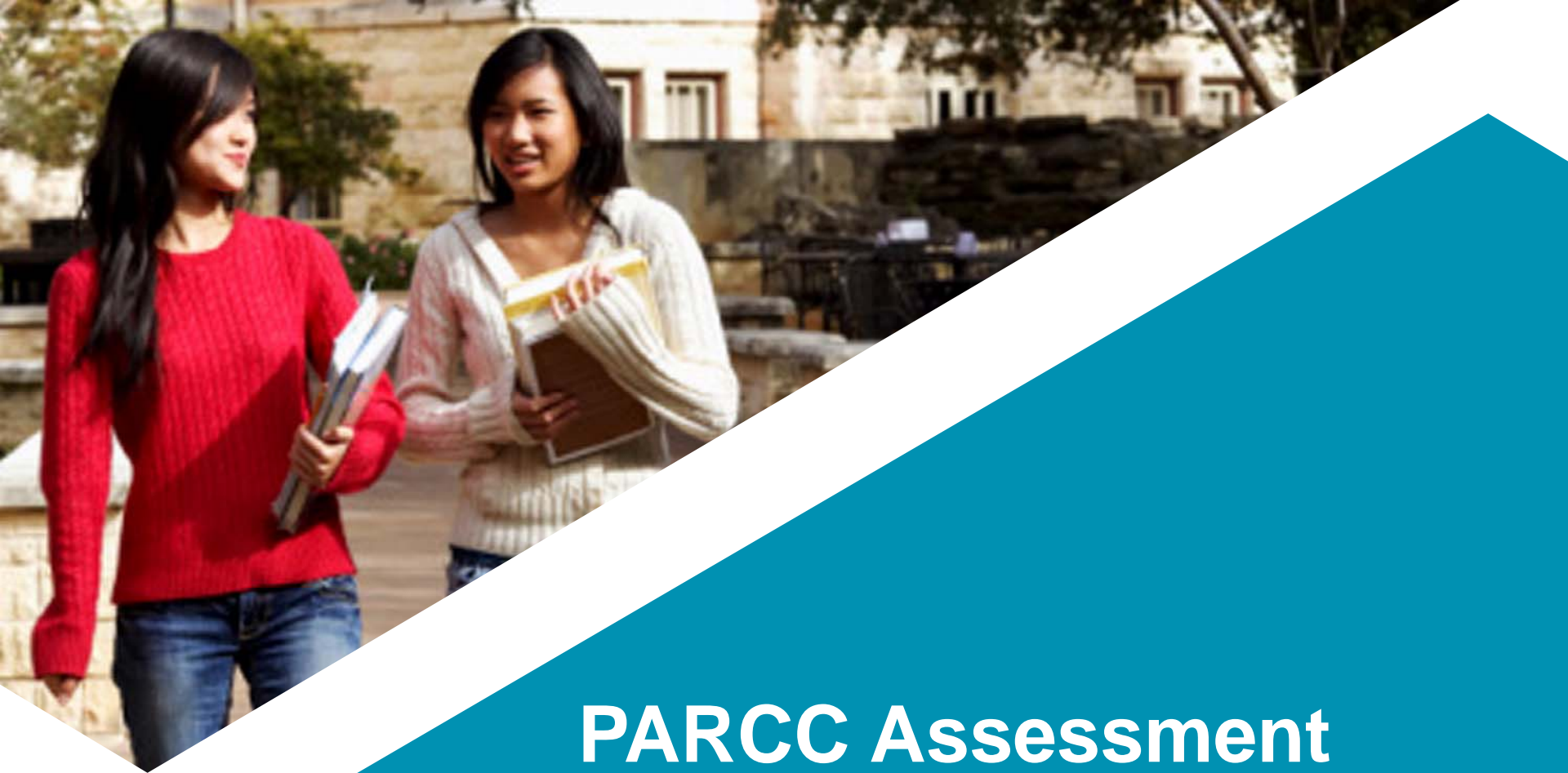
Theory of Action: Intended Outcomes



States in PARCC will use the common assessments to:

- ◆ Report achievement results based on a clear definition of **college and career readiness**, so students will know if they are on track early enough to make adjustments.
- ◆ **Promote good instruction** by providing teachers useful, meaningful and timely information, which will help them adjust instruction, individualize interventions, and fine-tune lessons throughout the school year.
- ◆ **Compare results against a common high standard** because expectations shouldn't differ across states or income levels.
- ◆ Help make **accountability** policies better drivers of improvement by basing them on more sophisticated and meaningful assessments.
- ◆ Clearly communicate student expectations for **postsecondary success**. High school curricula and exit standards will be better aligned with first-year college courses and placement expectations of postsecondary systems.





PARCC Assessment System Design Elements

Assessment System Design: Distributed Summative Assessment

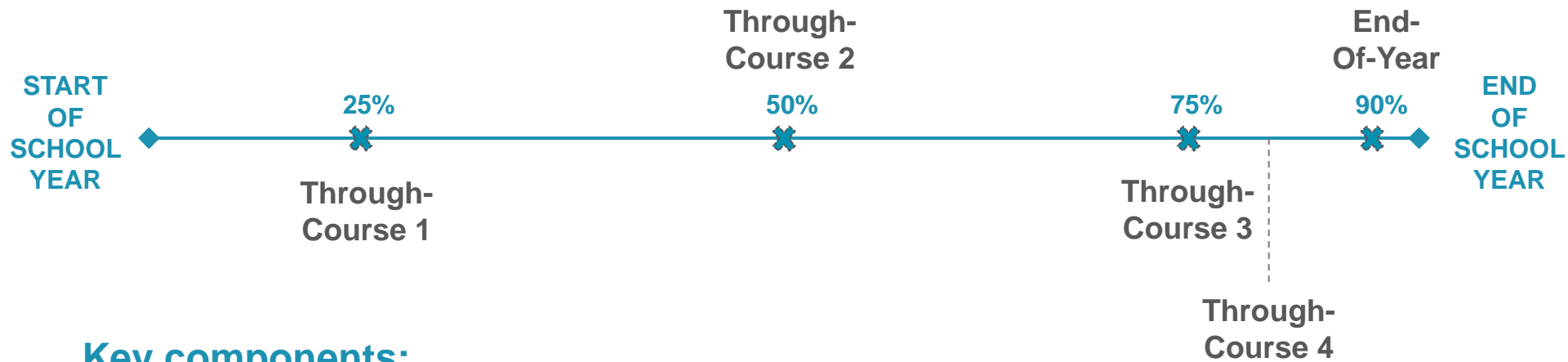


Administration and Scoring:

- ◆ 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 (AI) and human scoring will be employed; states will individually determine the extent to which teachers will be involved in scoring.



Assessment System Design: Distributed Summative Assessment



Key components:

- ◆ Three through-course components distributed throughout the year in ELA and mathematics, grades 3-11.
- ◆ One Speaking/Listening assessment administered after students complete the third through course component in ELA; required but not part of summative score – could be used for course grades.
- ◆ One end-of-year assessment



Assessment System Design: Distributed Summative Assessment

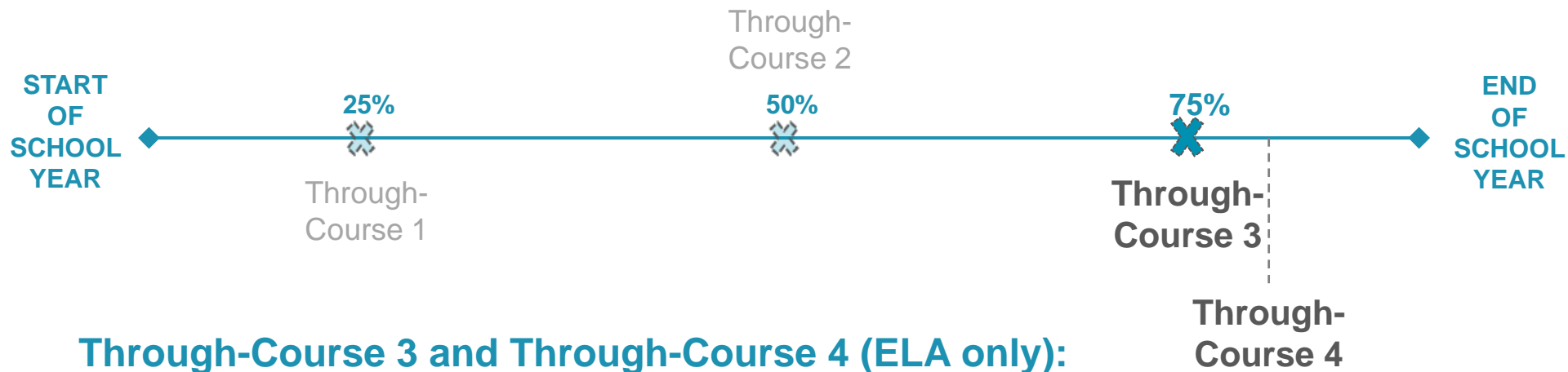


Through-Course 1 and 2:

- ◆ **ELA-1 and ELA-2:** One or two tasks involving reading texts, drawing conclusions, and presenting analysis in writing.
- ◆ **Math-1 and Math-2:** One to three tasks that assess one or two essential topics in mathematics (standards or clusters of standards).



Assessment System Design: Distributed Summative Assessment

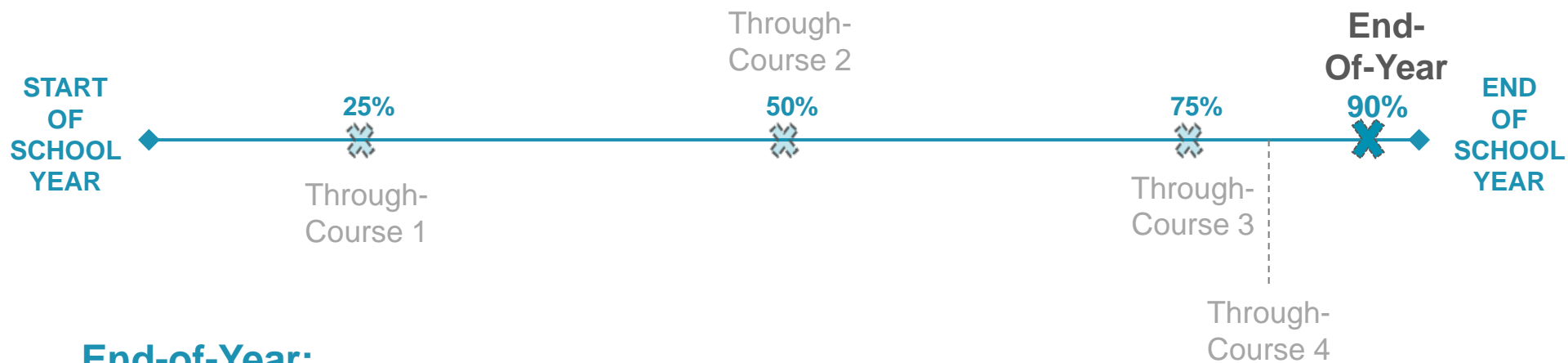


Through-Course 3 and Through-Course 4 (ELA only):

- ◆ **ELA-3:** Performance task(s) that require evaluating information from within a set of digital resources, evaluating their quality, selecting sources, and composing an essay or research paper.
- ◆ **ELA-4** (speaking and listening): Students will present their work from ELA-3 to classmates and respond to questions. Teachers will score, using a standardized rubric, and can use results in determining students' class grades.
- ◆ **Math-3:** Performance task(s) that require conceptual understanding, procedural fluency, and application of mathematical tools and reasoning.



Assessment System Design: Distributed Summative Assessment



End-of-Year:

- ◆ **EOY:** Comprehensive, computer-scored assessment that includes a range of item types, including innovative, technology-enhanced items. Enables quick turnaround of student scores.

A student's summative score—used for accountability purposes—will include his/her performance on Through-Courses 1, 2, and 3 as well as the End-of-Year assessment.



Assessment System Design: Tools and Resources



Formative Tools:

- ◆ **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.**

Partnership Resource Center (*an online resource center*):

- ◆ Model curriculum frameworks
- ◆ Sample tasks
- ◆ Released items with item data, student work, and rubrics



Professional Capacity-Building



The Partnership's Professional Capacity-Building Plan:

- ◆ A leadership cadre of content experts (Higher Ed and K-12)
- ◆ Training tools for implementation of assessment system
- ◆ Training tools for interpreting and using assessment results





Technology

Role of Technology



- ◆ Integrated modular system and interoperable platform

- ◆ **Administration**
 - ◆ Assessments delivered to schools online
 - ◆ Grades 6-11 and end-of-year 100% online administration

- ◆ **Item types**
 - ◆ End-of-year: computer-enhanced, innovative items
 - ◆ Through-course components: searchable environments for student research and dynamic online calculators
 - ◆ Preprogrammed accommodations



Role of Technology



◆ Scoring

- ◆ Artificial intelligence
- ◆ Distributed scoring

◆ Data Management and Reporting: *Interactive Data Tool*

- ◆ Online reports and customizable data for all stakeholders
- ◆ Open-source system; platform-aligned data standards

◆ Content Management: *Partnership Resource Center*

- ◆ Online professional development resources
- ◆ Open-source; ability to share, improve, and compare items and resources



Push for Innovation



Innovated thinking needed:

- ◆ Technology
- ◆ Item Types
- ◆ Artificial Intelligence Scoring

Technology Committee:

- ◆ State and district *needs assessment*
- ◆ State and district *transition planning*





Stakeholder Engagement

Key Stakeholders



Teachers, School Leaders, District Administrators, and State Officials

- ◆ Stakeholders will regularly and quickly have a wider variety of useful performance data.

Higher Education

- ◆ Assessments will identify whether students are ready for and prepared to succeed in entry-level, credit bearing postsecondary courses by the time they graduate from high school.

Parents, Students, and the Public

- ◆ The Partnership's assessments will, for the first time, give information about student performance relative to children in other states and against achievement standards anchored in college- and career-ready knowledge and skills.



Teacher Engagement



Assessment Development:

- ◆ Serve on content teams to:
 - unpack the Common Core State Standards
 - assist in development of test blueprints
 - review items for rigor and alignment

Scoring and Professional Development:

- ◆ Serve on committees to develop:
 - scoring rubrics and annotated training materials
 - model curriculum frameworks, sample tasks, and instructional materials
- ◆ Access to professional development activities:
 - Common Core State Standards
 - use of assessment data for instructional decisions
 - scoring



Higher Education Engagement



- ◆ 200 postsecondary systems and institutions across all 25 PARCC states – representing nearly 1,000 campuses – committed as partners.
- ◆ Role of Higher Education:
 - ◆ Partner with K-12 to develop college-ready high school assessments in English and mathematics.
 - ◆ Guide long-term strategy to engage all colleges and universities in PARCC states.
 - ◆ Lay groundwork for implementation of college-ready high school assessments as valid placement instruments for credit-bearing courses.
- ◆ Ultimately, PARCC college-ready assessments will help many more students enter colleges better prepared – and much more likely to persist in and complete degree and certificate programs.





Partnership-Wide and State-Level Communications Mechanisms:

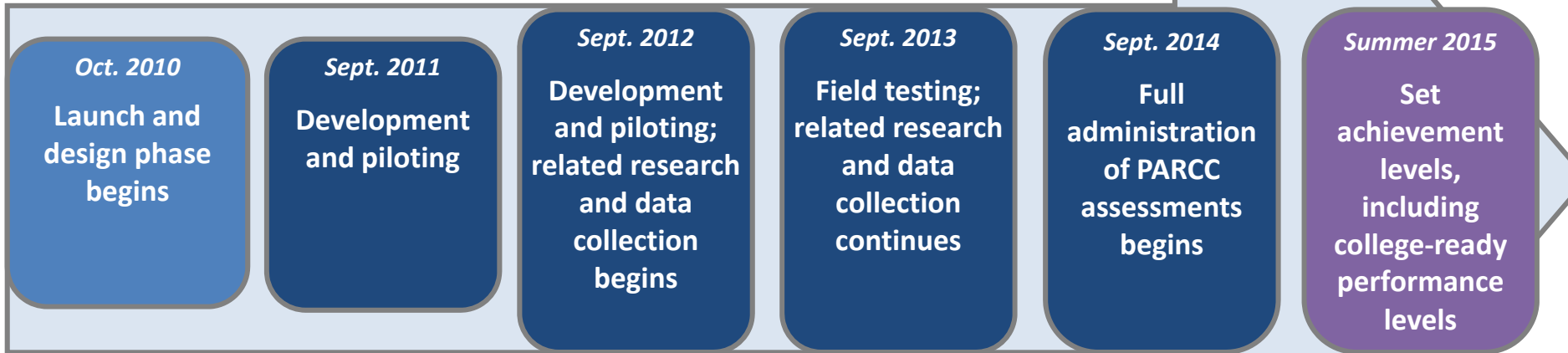
- ◆ Public outreach beginning in Fall 2010
- ◆ Targeted coalition-building within each state
- ◆ College-ready outreach strategy for students and families
- ◆ K-12 educator engagement strategy
- ◆ Higher education engagement strategy
- ◆ ***PARCC's engagement strategy will be further enhanced by an additional \$15.9 million from the Department of Education to support state transitions to and implementation of common standards and assessments.***





Implementation and Support

PARCC Timeline



Transition and implementation support



- ◆ PARCC received an additional \$15.9 million from the Department of Education to support states in the transition to and implementation of the CCSS and PARCC. Funds will support:
 - ◆ State strategic planning for the implementation of CCSS and PARCC assessments
 - ◆ PARCC curricular and instructional tools
 - ◆ State educator leadership cadres
- ◆ PARCC will facilitate dialogue among PARCC Race to the Top winners to coordinate investments in instructional tools and implementation efforts



Strategic planning: cross-state convenings



- ◆ States will identify teams (state leaders, district/local leaders, and other critical stakeholders) to develop and execute strategic plan
- ◆ Cross-state convenings of state teams to:
 - ◆ develop strategic plan and timeline using an implementation tool
 - ◆ Address key strategic policy and implementation challenges
- ◆ The implementation tool will help states:
 - ◆ prioritize activities
 - ◆ track the flow of information
 - ◆ monitor progress
 - ◆ engage stakeholders in process



Technical issue working groups



- ◆ Technical issue working groups will bring together a team of 6-8 PARCC states to focus on transition and implementation challenges (e.g., teacher evaluation or aligning current instructional materials to CCSS and PARCC)
- ◆ Products and lessons from the working groups will be shared with all PARCC states through cross-state convenings, webinars, conference calls or other means



Prototypes of through-course assessments



- ◆ Small-scale pilots of through-course assessments to:
 - ◆ determine how the through-course assessments work in classrooms
 - ◆ determine whether students understand the tasks and what kinds of challenges states are likely to face when assessments are brought to scale
 - ◆ Provide educators with opportunity to test and help shape the through-course assessments
- ◆ Prototypes will provide models for the operational development of the through-course assessment items



Model instructional units and curricular material



- ◆ The units will be anchored around a PARCC assessment component and closely linked to the CCSS
- ◆ The units will include a variety of components, such as:
 - ◆ explanatory materials about the CCSS
 - ◆ instructional materials
 - ◆ diagnostic activities that would allow teachers to adapt instruction for individual students
 - ◆ professional development materials for educators
 - ◆ tools to inform conversations between principals and teachers, teachers and students, and teachers and parents
- ◆ The units will serve as models for state and district curriculum
- ◆ 12th grade bridge courses for students who don't score college ready on the high school assessments



Educator leadership cadres



- ◆ Using a “train the trainer” model, PARCC will hold multi-state regional convenings of K-12 educators from PARCC states to:
 - ◆ build expertise in the CCSS and PARCC
 - ◆ provide professional development and training on the CCSS and PARCC developed tools
 - ◆ have educators feel ownership over the successful implementation of the CCSS and PARCC assessments





*Partnership for Assessment of
Readiness for College and Careers*

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