

College and Career Ready Standards: What NOW?

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THE CENTER ON
**STANDARDS &
ASSESSMENT
IMPLEMENTATION**

WestEd  CRESST

The Clock is Ticking



- Less than 18 months away
 - PARCC
 - Smarter Balanced
 - Other CCR State tests
- States in various degrees of planning and readiness
- New tests bring dramatically more rigorous expectations

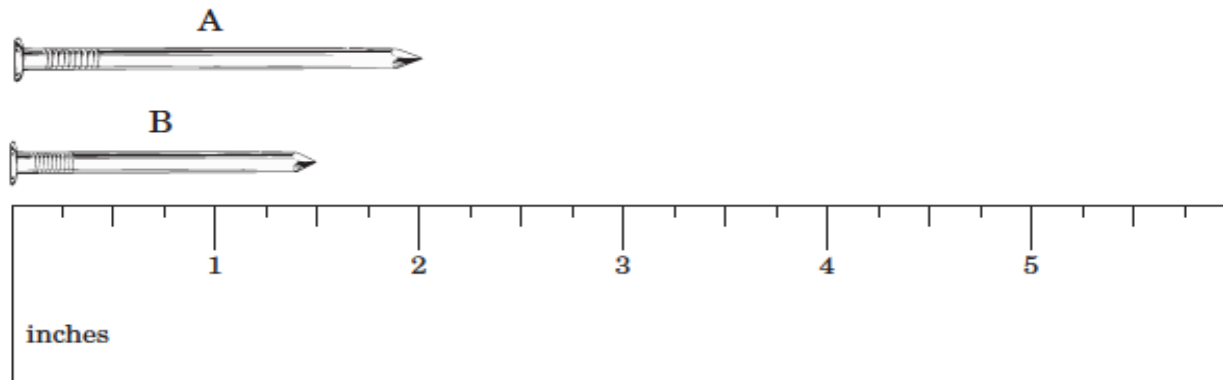


Evaluating What We're Currently Getting re:21st Century Skills: Webb's Framework



Example: DOK1 Math

Look at the length of nails A and B.



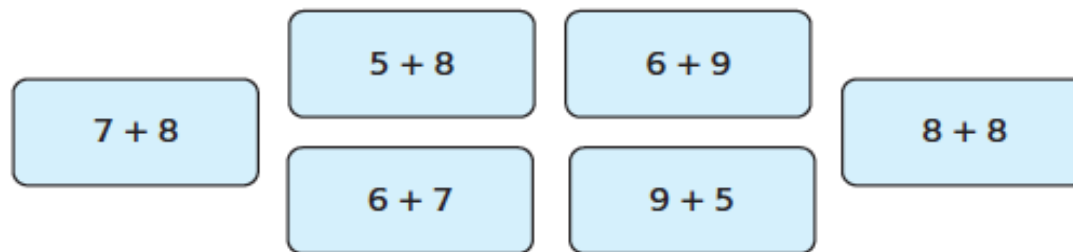
How much longer is nail A than nail B?

- ☐ A. $\frac{1}{2}$ inch
- ☐ B. $1 \frac{1}{2}$ inches
- ☐ C. $3 \frac{1}{2}$ inches



Example: DOK2 Math

These cards are placed in a bag.



What is the probability Lauren will pick a card with a sum greater than 15?

$$\frac{1}{6}$$

(A)

$$\frac{1}{5}$$

(B)

$$\frac{3}{6}$$

(C)








$$\frac{2}{4}$$

(D)



DOK3 Example: Grade 8 Math

Look at the drawing. The numbers alongside each column and row are the total of the values of the symbols within each column and row. What number should replace the question mark?

				28
				30
				20
				16
?	19	20	30	

Webb et al., 2005



Example: DOK4 Math

- Your class and your teacher are going on a field trip. There are three possible choices for the field trip: an aquarium, a science museum, or a zoo. Your teacher asked students to write down their first and second choices. In this task, you will determine where the class should go on the field trip based on the survey results and the cost per student.
 - This is a map of your school and the three different field trip locations.
 - Here's how students voted, first and second choice
 - Here are costs --in time, fees, transportation costs
- Analyze, recommend, justify



Rigor Now, Based on Current State Test ?

- Mathematics: Great preponderance at DOK1 and DOK2, virtually none higher
- Reading: Great preponderance at DOK1 and DOK2, little at higher levels

*Sources: Webb et al., 2013; Yuan & Le, 2012



What's on Immediate Horizon: PARCC and Smarter Balanced

- Integration of content with critical thinking, problem solving, communication
- Dramatically higher expectations relative to 21st Century Skills



Promise and Shock in Dramatically Higher Expectations

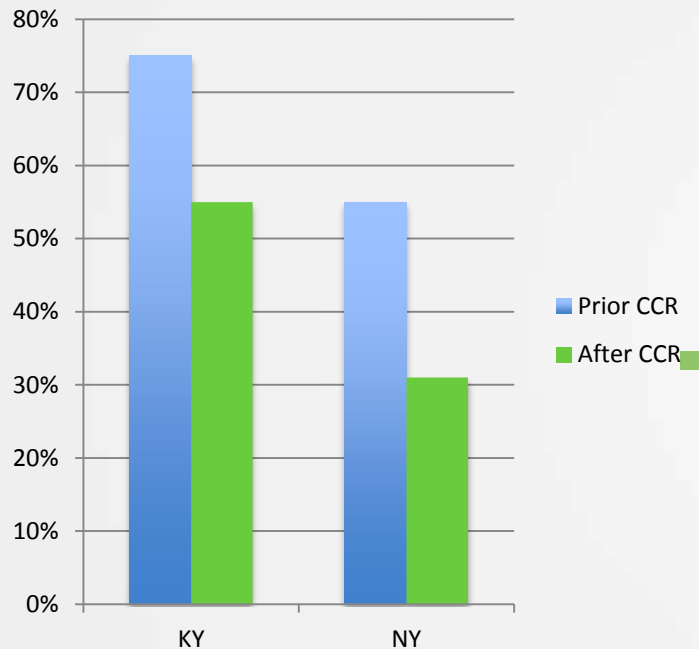


	ELA	Math
DOK1	25%	24%
DOK2	38%	40%
DOK3	26%	25%
DOK4	11%	11%

*Example based Smarter Balanced Specifications/Elementary Grades



What to Expect: KY and NY Experience



- **KY Elementary Students**

- **2011 ELA: 75% Proficient**

- **2012 ELA: 48% Proficient**

- **NY Elementary Students**

- **2012: 55% Proficient**

- **2013: 31% Proficient**

- **More than 1/3 drop**



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Or Not: Backlash and Slow Down



- Continuing opposition to the CCSS and CCR
- Concerns about implementation schedule
- States delaying or moving
- Bottom Line: Systems in flux

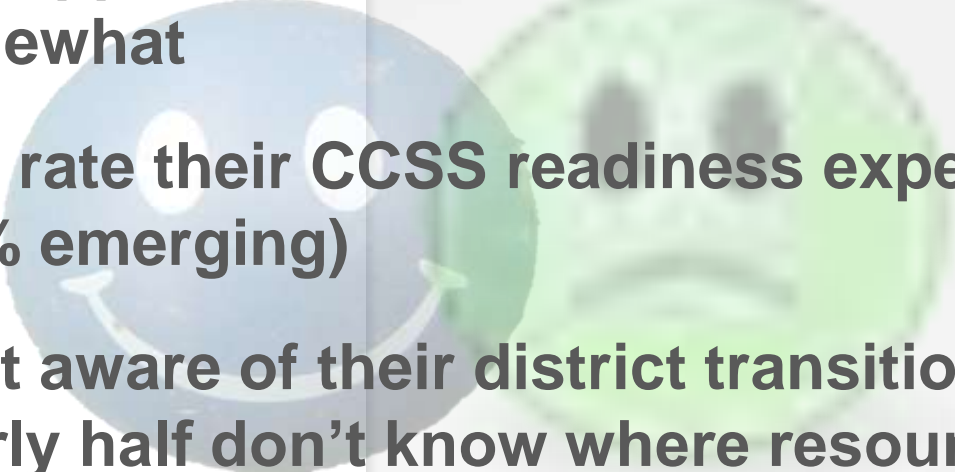


Good & Bad News: State Transition Status*

- **Almost all:** disseminate state plans, analyze alignment with prior standards, some teacher professional development
- **Majority:** created/revised curriculum materials, encouraged school and district plc, working to change teacher prep requirements
- **Less than half** have begun to revise state assessments or will soon recommend/requiring use of CCSS validated materials.
- **Almost all:** working with LEA and schools



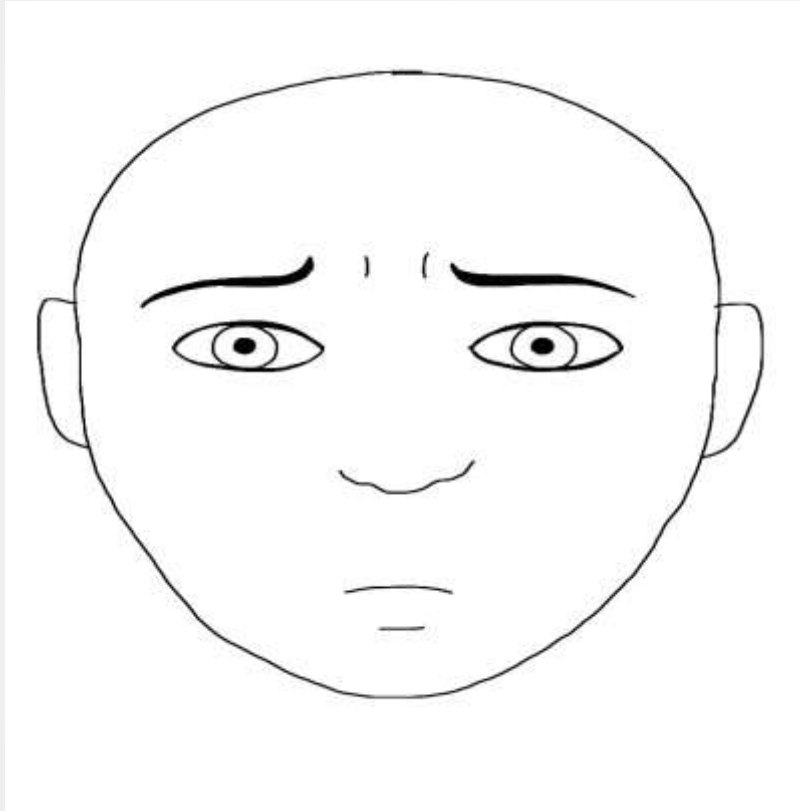
Teacher Reactions*

- 
- 75% approve of the CCSS – 27% strongly, 48% somewhat
 - 14% rate their CCSS readiness expert or strong (51% emerging)
 - Most aware of their district transition vision, but nearly half don't know where resources will come from
 - Needed: time, training, PD, curriculum resources, access to technology, resources for EL/SWD

*AFT, 2013



Bottom Line



- **Stressful time for schools, systems**
- **What are/should your states do to respond?**
- **How can you/we help?**



CCSS Resource Development/ Sharing

- State initiated, particularly RTT states
- CCSS authors/supporters
- Consortia
- Professional associations
- CCSS-aligned (?) commercial products
- Example: *AFT's Share My Lesson* claims 276,301 resources online!



Challenge for Us All

- **Evaluate//Refine/Augment**
 - Standards clarification
 - Curriculum development
 - Lesson plans/rubrics
 - Assessment: formative, summative
 - Professional Development
 - Communication
- **Curate relative to different TOA, transition strategies**
 - Top down-bottom up
- **Share lessons learned**

