



# Partnership for Assessment of Readiness for College and Careers

# Agenda

- ◆ Introduction
- ◆ Background of State-Led Efforts around College and Career Readiness
- ◆ Race to the Top Assessment Competition
- ◆ PARCC Overview
- ◆ Questions



# Honest Assessments: Tennessee's Experience



## **U.S. Chamber of Commerce 2007 Report Card: *Leaders and Laggards: A State-by-State Report Card on Educational Effectiveness***

- ◆ Tennessee Received an “F” for Truth in Advertising about Student Proficiency
- ◆ Huge gap between TN State Assessments and the National Assessment for Educational Progress (NAEP)

### **4<sup>th</sup> grade achievement of state assessment vs. NAEP (2005):**

- ◆ TN reading test 87% proficient vs. NAEP reading test 27% proficient
- ◆ TN math test 87% proficient vs. NAEP math test 28% proficient

### **8<sup>th</sup> grade achievement of state assessment vs. NAEP (2005):**

- ◆ TN reading test 87% proficient vs. NAEP reading test 26% proficient
- ◆ TN math test 87% proficient vs. NAEP math test 21% proficient



# Honest Assessments: Tennessee's Experience



- ◆ **F” for Truth in Advertising served as a catalyst for change and a rallying cry.**
- ◆ **Tennessee joined the American Diploma Project Network and launched the Tennessee Diploma Project in 2007. Governor Bredesen travelled the state engaging business and higher education leaders in conversation about college and career readiness.**
- ◆ **State Board of Education adopted college- and career-ready math and ELA standards and graduation requirements in January 2008.**
- ◆ **Now adopting aligned assessments that will truly measure college and career readiness but the truth will be difficult for parents and kids to hear.**
- ◆ **Little question that making these decisions with other states would be easier.**



# Strength in Numbers: Common Assessment Proof Points



## New England Common Assessment Program (NECAP)

- ◆ Formed in 2005 by New Hampshire, Rhode Island and Vermont; Maine joined in 2009.
- ◆ Collaborate on development and administration of grade-level expectations and tests in:
  - Mathematics : grades 3-8, 11
  - Reading: grades 3-8, 11
  - Writing: grades 5, 8, 11
  - Science: grades 4, 8, 11

## American Diploma Project Algebra Assessment Consortium

- ◆ Initiated in 2005 by nine states in Achieve-led ADP Network – grew to include 15 states.
- ◆ Started with Algebra II EOC exam, expanded to include Algebra I.
- ◆ Agreed-upon policy purposes:
  - Improve curriculum and instruction and ensure consistency of content and rigor
  - Enable states to compare results across and within states
  - Indicate readiness for college credit bearing mathematics
- ◆ Agreement among states to a college-ready cut score set by Achieve.



# Strength in Numbers: Common Core State Standards



- ◆ In spring of 2009, Governors and K-12 Chiefs from 48 states, 2 territories and District of Columbia committed to developing a common core of state K-12 English-language arts (ELA) and mathematics standards.
- ◆ The Common Core State Standards Initiative (CCSSI) is a state-led effort coordinated by the National Governors Association Center for Best Practices and the Council of Chief State School Officers.
- ◆ Building on the strength of current state standards, the common standards are designed to be:
  - *Focused, coherent, clear and rigorous*
  - *Internationally benchmarked*
  - *Anchored in college and career readiness*
  - *Evidence and research based*
- ◆ The final Common Core State Standards were released in June 2010, and states are now in the process of planning for adoption and implementation of the new standards – including through participation in consortia for the Race to the Top Assessment Competition.





# On the Horizon: Race to the Top Assessment Competition



- ◆ **\$350 million of Race to the Top funds set aside for awards to consortia of states to design and develop common assessment systems aligned to common, college- and career-ready standards:**
  - \$320 million for Comprehensive K-12 Assessment Systems Program (1-2 awards)
  - \$30 million for High School Course Assessment Program (1 award)
- ◆ **Competition asks consortia to design assessment systems that meet dual needs of:**
  - Accountability
  - Instructional improvement
- ◆ **In Sept. 2010, U.S. Department of Education will make up to 2 awards up to \$160 million each in Comprehensive K-12 Assessment Systems grants.**
- ◆ **Winning consortia will have four years to develop systems, and participating states will administer new assessments statewide by 2014-15.**
- ◆ **Achieve is facilitating the work of states in one of the two consortia that applied for K-12 system funds – the Partnership for Assessment of Readiness for College and Careers (PARCC).**



# PARCC States



## 11 Governing States

- ◆ Arizona
- ◆ District of Columbia
- ◆ Florida (*Fiscal Agent*)
- ◆ Illinois
- ◆ Indiana
- ◆ Louisiana
- ◆ Maryland
- ◆ Massachusetts (*Board Chair*)
- ◆ New York
- ◆ Rhode Island
- ◆ Tennessee

## 15 Participating States

- ◆ Alabama
- ◆ Arkansas
- ◆ California
- ◆ Colorado
- ◆ Delaware
- ◆ Georgia
- ◆ Kentucky
- ◆ Mississippi
- ◆ New Hampshire
- ◆ New Jersey
- ◆ North Dakota
- ◆ Ohio
- ◆ Oklahoma
- ◆ Pennsylvania
- ◆ South Carolina





## 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.*



# Key Features of PARCC's Proposed Assessment System



- ◆ States in PARCC will adopt common assessments and common performance standards.
- ◆ The Partnership's assessment system will be anchored in college and career readiness.
- ◆ Students will take parts of the assessment at key times throughout the school year, closer to when they learn the material.
- ◆ PARCC assessments will be computer based.
- ◆ PARCC assessments will include sophisticated items and performance tasks to measure the standards more effectively.



# PARCC's Theory of Action



## States in PARCC will use the common assessments to:

- ◆ Report achievement results based on a clear definition of **college and career readiness**, which will help students get on track and stay on track – thereby improving outcomes for students.
- ◆ Help make **accountability** policies better drivers of improvement.
- ◆ **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.
- ◆ Allow education leaders and policymakers to make the case for improvement and for **sustaining education reforms**.



# Assessment System Design



- ◆ The **through-course** components in both subjects will be administered after approximately 25 percent, 50 percent and 75 percent of instruction.
- ◆ **End-of-year** components in each subject area will be administered after approximately 90 percent of instruction; results will be turned around quickly so they can be included in final course grades.
- ◆ 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.



# Advantages of Proposed Assessment System Design



- ◆ **Signals received throughout the year, nearer in time to when key skills and critical knowledge are addressed**
- ◆ **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**



# Higher Education Engagement



- ◆ **200 postsecondary institutions across all 26 PARCC states committed as partners.**
- ◆ **Role of Higher Education partners:**
  - Partner with K-12 content teams to develop college-ready high school assessments in English and math.
  - 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 college better prepared – and much more likely to persist in and complete degree and certificate programs.**



## Higher Education Engagement: Expected Outcomes



- ◆ **PARCC states can compare students' performance with students across all PARCC states, against a shared definition of college and career readiness, and against international standards.**
- ◆ **PARCC states can continue to break down barriers between K-12 and higher education to create a seamless transition from high school to postsecondary education.**



# Project Timeline



<b>Milestone</b>	<b>Date</b>
<b>Grant Funds Obligated</b>	<b>September 2010</b>
<b>RFP(s) Issued for Test Development</b>	<b>Winter/Spring 2011</b>
<b>Vendor(s) Selected for Test Development</b>	<b>Spring/Summer 2011</b>
<b>Pilot Testing Begins</b>	<b>Fall 2011</b>
<b>States Adopt CCSS</b>	<b>By Late 2011</b>
<b>Field Testing Begins</b>	<b>Fall 2012</b>
<b>Reporting System Released</b>	<b>Early 2014</b>
<b>Full Operational Administration Begins</b>	<b>Fall 2014</b>
<b>Standard-Setting Begins</b>	<b>Early Summer 2015</b>
<b>Common Achievement Levels Adopted</b>	<b>Late Summer 2015</b>



## How to Learn More



- ◆ Link to the full application:  
<http://www.fldoe.org/parcc/pdf/apprtcasc.pdf>
- ◆ Summary of the proposal:  
<http://www.fldoe.org/parcc/pdf/prosum.pdf> (your handout)
- ◆ Achieve and the American Diploma Project Network:  
<http://www.achieve.org/>

