Higher Education and Common Core State Standards and Assessments

Moderator: Michael Kuchar, Superintendent of Schools, Bergenfield Public Schools, NJ

Presenters:

  Allison Jones, Vice President for Postsecondary Collaboration, PARCC (Partnership for Assessment of Readiness for College and Career), DC
  Yvonne Romero Da Silva, Vice Dean of Admissions, Director of Strategic Planning, University of Pennsylvania, PA
  Brian Hazlett, Vice President for Enrollment Management, Millersville University, PA
Session Overview

To date, 45 states have adopted the Common Core State Standards. Each is now participating in one of two consortia tasked with designing aligned state assessments. What do these new assessments mean for higher education? Are they likely to be used for college admission? Why have some states experienced a backlash to the Common Core? How and why should higher education involve itself in this matter? Following a brief overview of the Common Core, this session will explore the role of higher education in this transition. Attendees will be encouraged to contribute their expertise.
The national high school graduation rate is reported to be between 72-75 percent, dependent upon the data source. Currently, one in four students drops out before he/she finishes high school. That’s one every 26 seconds or more than one million students a year.
School Reform

“Good work, but I think we need just a little more detail right here!”
Changes in the Workforce

1950

- Unskilled (60%)
- Skilled (20%)
- Professional (20%)

2010

- Unskilled (12%)
- Professional (20%)
- Skilled (68%)

United States Department of Labor, 2010
Auto Industry

Olds Motor Vehicle Company factory in 1901.

Current robot driven assembly line today.
In the mid 1900’s housewives swelled the workforce at peak harvesting time.

Today, labor at Campbell’s Soup is greatly reduced due to automation.
No longer true that a strong back and work ethic guarantees you a part of the American Dream.
Global Issue

• Between 90 and 95 million low-skill workers -- or 2.6 percent of the global workforce -- will not be needed by employers by 2020 and will be vulnerable to permanent joblessness, according to a report released Thursday by the McKinsey Global Institute.

• Meanwhile, employers around the world will need nearly 45 million more medium-skill workers (with secondary school and vocational training) and 38 to 40 million more high-skill workers (with a college education) than will be available, according to the study.
For the United States to return to full employment—finding work for the currently unemployed and accommodating new entrants into the labor force this decade—the US economy will need to create 21 million jobs by 2020, according to MGI's analysis.
US Challenges

• The US workforce will continue to grow until 2020, but under current trends, many workers will not have the right skills for the available jobs. Technology is changing the nature of work: Jobs are being disaggregated into tasks, work is becoming virtual, and firms are relying on flexible labor (temporary, contract workers). These trends offer new opportunities for creating jobs in the United States, a trend that some companies do not fully appreciate.
Proposed Solution
The Common Core Standards and PARCC/Smarter Balance Assessments

- The Common Core State Standards Initiative is a state-led effort that established a single set of clear educational standards for kindergarten through 12th grade in English language arts and mathematics that states voluntarily adopt. The standards are designed to ensure that students graduating from high school are prepared to enter credit bearing entry courses in two or four year college programs or enter the workforce. The standards are clear and concise to ensure that parents, teachers, and students have a clear understanding of the expectations in reading, writing, speaking and listening, language and mathematics in school.
We all have to take responsibility to create positive change!
• HIGHER EDUCATION AND COMMON CORE
  STATE STANDARDS FOR ASSESSMENT
  • The College Board 2014 Regional Forum
    • Philadelphia
      • January 23, 2014
  • Allison Jones, Vice President, Postsecondary Collaboration
Why Does US Need Common Core State Standards (CCSS)?
PISA 2012 Key Findings
(Programme for International Student Assessment)

• 34 OECD countries –
  – US performed --
    • below average in math: 26th
      – (best estimate, although rank could be between 23 and 29 due to sampling and measurement error)
    • 17th in reading (range of ranks: 14 – 20)
    • 21st in science (range of ranks: 17 – 25)
  – No significant change over time
  – US spends more per student that most countries but does not equal better performance
  – Students in US have weaknesses in performing math tasks with higher cognitive demands, e.g., problem solving in real world situations.
PISA 2012 Key Findings
(Programme for International Student Assessment)

– Among 34 OECD (Organisation for Economic Co-operation and Development) countries, US performed below average in 2012 in math (rank 26) comparable with Hungary, Italy, Lithuania, Norway, Portugal, Russian Federation, Slovak Republic, Spain, and Sweden.

– In reading, US comparable with Austria, Czech Republic, Denmark, France, Hungary, Israel, Italy, Norway, Portugal, United Kingdom and Viet Nam.

– An alignment study between CCSS for Math/ELA and PISA suggests a successful implementation of CCSS will yield significant performance gains in PISA.
Why Higher Standards and New Assessments Now?

• By the year 2020, 65% of all jobs will require some postsecondary education or training.

• To ensure future economic sustainability, we must prepare all students to access postsecondary opportunities:

  ▪ The PARCC assessment system will impact 23 million students. 9 million of these students attend Title I schools.

  ▪ CCSS and PARCC have the potential to substantially improve educational equity, postsecondary opportunity, and economic mobility if implemented with fidelity by K-12 and embraced by postsecondary institutions.

  ▪ Our K–12 system is not adequately preparing students for college.

1/3 of college freshmen need remedial courses
RTTT Assessment Program Requirements (US Department of Education 2009)

Groups of 15 or more states could apply for a grant to develop online, next-generation assessment systems that:

Assess shared standards in mathematics and ELA/literacy for college- and career-readiness and set common cut scores

Measure individual growth as well as proficiency;

Utilize technology to the maximum extent appropriate; and

Provide information that is useful in informing:

- Teaching, learning, and program improvement;
- Determinations of school effectiveness and of principal and teacher effectiveness for use in evaluations and support; and
- Determinations of individual student college and career readiness, such as determinations made for high school exit decisions, college course placement to credit-bearing classes, or college entrance.
Academic Preparation and Expectations Gap

What students are typically expected to know at the end of high school, as defined by state standards, required curriculum and assessments ≠ The knowledge and skills demanded by postsecondary and employers for successful first-year students and new employees.

RESULT

In many states, students can earn a high school diploma without the skills necessary for success in college and careers resulting in high remediation rates.
Common Core State Standards (CCSS) Overview
45 States + DC have adopted the Common Core
What Is The Common Core?

• State-led effort coordinated by the National Governor's Association and the Council of Chief State School Officers
• Rigorous education standards that establish a set of shared goals and expectations for what students should understand and be able to do in grades K-12 in order to be prepared for success in college and the workplace
• Designed to be robust and relevant to the real world, reflecting the knowledge and skills needed for success in college and careers
• The CCSS reflect the knowledge and skills most valued by employers and higher education.
Common Core Standards and Assessments: Essential Components of the Completion Agenda

• Common Core standards and assessments:
  – Anchor K-12 experience in **real-world expectations** for success in college and careers.
  – **Remove the guesswork** for teachers and schools.
  – Allow schools, parents and students to track progress.
  – Identify students who need assistance while still in high school.
  – **Reduce remediation** and increase college success.

*Research has consistently shown that the single most powerful predictor of student success in college is the rigor of academic preparation.*

SBAC Slide: New England Regional Collaborative
Smarter Balanced
What is Smarter Balanced?

• A consortium of 26 states and territories working together to build next-generation formative, interim and summative assessments for K-12 schools tied to the Common Core State Standards in English language arts/literacy and mathematics.

• Funding from the federal Race to the Top Assessment grant (~$175M) and foundations (~$3M).

• Governed by member states on a consensus model.
Partnership for Assessment of Readiness for College and Careers (PARCC) Overview
What Is PARCC?

• A consortium of states working collectively to design and develop K-12 assessments in mathematics and English language arts/literacy aligned to the Common Core that will culminate with an assessment of college readiness in the 11th grade
PARCC

- 18 states and the District of Columbia
- 15 million students in tested grades
- Aligned to the Common Core State Standards
- Developed by educators in nearly two dozen states
- 2013-14 field testing
- 2014-15 roll out
State Led Design and Development

PARCC Assessments developed by the states for the states

State developed college-ready standards

State led engagement process: Higher Education and K12

K-12 and postsecondary State educator and content expert led test development

State-developed College and Career Readiness Determination and on-track measures

Educators in the PARCC consortium can trust that test items reflect the Common Core State Standards and the quality expectations of teachers in their states.
PARCC Assessments Design
ELA/LITERACY AND MATHEMATICS, GRADES 3–11

Beginning of School Year

Flexible administration

Diagnostic Assessment
Mid-Year Assessment
Performance-Based Assessment
End-of-Year Assessment

Speaking and Listening Assessment

End of School Year

Key:
Optional
Required
PARCC Assessments: A Path Towards College Readiness

Ongoing student support/interventions

K–2

Voluntary K–2 assessment being developed, aligned to the Common Core State Standards

Grades 3–8

Timely data showing whether ALL students are on track for college and career readiness

High School

College readiness score to identify who is ready for college-level coursework

The Goal
Success In first-year, credit-bearing, postsecondary coursework

Targeted interventions and supports:
- State-developed 12th-grade bridge courses

Professional development for educators

Source: Achieve
Promoting Success: College Without Remediation

• Students who receive a college readiness determination will be able to enter into entry-level, credit-bearing courses at postsecondary institutions without remediation in ELA/Literacy and/or math

• Guaranteed exemption from remedial coursework at more than 700 colleges and universities

• For more, go to: www.parcconline.org/parcc-assessment-policies
CCRD: Placement NOT Admission

- A College and Career Ready Determination on the PARCC assessments indicates:
  - **Mastery** of the core competencies in the Common Core State Standards identified by postsecondary education faculty as prerequisites for and key to success in entry-level, credit-bearing courses in English and mathematics
  - **Readiness** for placement into entry-level, credit-bearing courses in ELA and mathematics
- A College and Career Ready Determination will not:
  - **Determine** admission to college or university
  - **Replace** college/university tests to place students into higher level mathematics and English courses
  - **Address** non-traditional students who delay enrollment
Item Development: Innovative Items Aligned To The Common Core State Standards
Key Advances Of The Common Core

ENGLISH LANGUAGE ARTS/LITERACY

- Balance of literature and informational texts; focus on text complexity
- Emphasis on argument, informative/explanatory writing, and research
- Literacy standards for history, science and technical subjects

MATHEMATICS

- Focus, coherence and clarity: emphasis on key topics at each grade level and coherent progression across grades
- Balance between procedural fluency and understanding of concepts and skills
- Promote rigor through mathematical proficiencies that foster reasoning and understanding across discipline

ANCHORED IN COLLEGE AND CAREER READINESS
In Math, Students Will ...

- Solve grade-level problems
- Express mathematical reasoning by constructing mathematical arguments and critiques
- Solve real-world problems
- Demonstrate mathematical fluency
Three Types Of Math Tasks

Concepts, skills and procedures

\[ a^2 + b^2 = c^2 \]

Mathematical reasoning

\[ a^2 + b^2 = c^2 \]

Model and apply what they know to solve problems.
English Language Arts/Literacy

• Students will have to:
  • Show they can read and understand complex reading passages
  • Write persuasively
  • Conduct research and present findings
  • Demonstrate speaking and listening skills
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<thead>
<tr>
<th>Group</th>
<th>Membership</th>
<th>Purpose</th>
<th>Total State Membership</th>
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<tbody>
<tr>
<td>Core Leadership Group</td>
<td>PARCC State Department of Education (DOE) K-12 and Higher Education staff or their designees</td>
<td>Review every reading passage and test item developed for the PARCC summative assessments, as well as any existing commissioned or permissioned passages and/or test items that may be contributed to the available pool by PARCC states or other entities. One or more members of each of the Core Leadership teams will be responsible for reviewing agreed upon revisions and approving items for inclusion in the item pool</td>
<td>48 ELA 48 Mathematics</td>
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<td>Bias and Sensitivity Content Reviewers</td>
<td>Citizens of PARCC States and educators from various backgrounds</td>
<td>Consider whether the subject matter, presentation, and language used is free of potential bias and acceptable to PARCC state students, parents, and other community members</td>
<td>48 ELA 36 Mathematics</td>
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<tr>
<td>PARCC State Educator Passage Reviewers (ELA only)</td>
<td>K-12 local education agency ELA staff and higher education ELA faculty from PARCC states</td>
<td>Review passages for suitability of content for use on PARCC Assessments</td>
<td>45 ELA</td>
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| PARCC State Educator Content Review         | K-12 local education agency staff and higher education faculty from PARCC states | Review test items for suitability of content for inclusion on PARCC assessments                                                                                                                                 | ELA: 60 K-12 LEA 19 Higher Education Faculty  
Math: 60 K-12 LEA 19 Higher Education Faculty |
Field Test: Spring 2014

15 governing states and the District of Columbia are participating

• The field test will give students and local educators the opportunity to experience the administration of PARCC assessments.
• Students who participate in the field test will complete a survey to gather feedback about the student experience of taking PARCC assessments.
PARCC is moving into the standard setting process used to establish performance (achievement) level cut scores.

The Standard Setting RFP general guidelines were approved Oct 16th, 2013.

The following research studies will inform the standard setting process for the college ready cut scores:

- Benchmark study
- Performance of post-secondary students study
- Postsecondary educators’ judgment study
- Field trial of standard setting method
PARCC State Implementation Playbook

• PARCC developed the State Implementation Playbook by gathering input from across PARCC states and districts to assist states in identifying key questions and challenges and in navigating implementation. Scheduled for release in February, the playbook will:
  – provide **resources and strategies** to address those challenges
  – **sample implementation resources** from across PARCC
  – **templates and best practices** for states to use in implementation
  – **detailed roadmaps** to help guide states’ transitions to PARCC
  – a detailed **implementation checklist** which is included in your materials today
The PARCC consortium’s Data Privacy and Security Policy is designed to ensure that PARCC and any PARCC contractors:

• Only have access to personally identifiable student information for specific purposes authorized by states needed to carry out assessment programs

• Implement specific stringent policies and procedures that protect the security of data

• Limit access to personally identifiable student information to only those contractors who need it for specific purposes authorized by states

• Ensure compliance with federal privacy laws, including FERPA
PARCC Timeline

2010
- SEPTEMBER: States launch PARCC

2011
- DECEMBER: Governing Board meets
- SUMMER: Model Content Frameworks Released

2012
- AUGUST: Item Prototypes Released
- SUMMER: Educator Leader Cadres Launched

2013
- APRIL: Test Blueprints released
- AUGUST: PARCC becomes independent nonprofit

2014
- WINTER/SPRING: Field Testing/Release of Practice Test

2015
- SPRING: First Administration of New Tests
- SUMMER: Establishment of Cut Scores
- FALL: Release of Diagnostic and Formative Assessments

2016
- FALL: Use of Cut Scores for IHE Placement

Source: Achieve
What is College Readiness?
## What is College Readiness?

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<tr>
<th></th>
<th>PARCC</th>
<th>Smarter Balanced</th>
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<tr>
<td><strong>English Language Arts/Literacy</strong></td>
<td>Students who earn a College- and Career-Ready Determination in ELA/literacy will have demonstrated <strong>the academic knowledge, skills and practices necessary to enter directly into and succeed in entry-level, credit-bearing courses in College English Composition, Literature, and technical courses requiring college-level reading and writing.</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 <strong>subject-area knowledge and skills associated with readiness for entry-level, transferable, credit-bearing English and composition courses.</strong></td>
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<td><strong>Mathematics</strong></td>
<td>Students who earn a College- and Career-Ready Determination in mathematics will have demonstrated the academic knowledge, skills and practices necessary to enter directly into and succeed in entry-level, credit-bearing courses in College Algebra, Introductory College Statistics, and technical courses requiring an equivalent level of mathematics.</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 <strong>subject-area knowledge and skills associated with readiness for entry-level, transferable, credit-bearing mathematics and statistics courses.</strong></td>
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<td>Exempt From Placement Testing/Developmental Coursework</td>
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<td>PARCC: Level 5 and 4</td>
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<td>SBAC: Level 4</td>
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<th>May Need Support to Be College Ready: Institution/State Discretion</th>
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<td>PARCC: Level 3</td>
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<td>SBAC: Level 3</td>
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<th>Not Exempt: Needs Academic Support to be College Ready</th>
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<td>PARCC: Level 2</td>
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<td>SBAC: Level 2</td>
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<th>Not Exempt: Needs Extensive Academic Support to be College Ready</th>
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<td>PARCC: Level 1</td>
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<td>SBAC: Level 1</td>
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Why Are the Common Core State Standards Important to Higher Education?
How Will The Common Core And PARCC Affect Postsecondary Institutions

Near Future:

- New information about student college readiness
  - May be used to place students into college credit bearing courses, provide differentiated student supports such as learning pathways, student success courses and remediation to expedite the transition to college credit bearing courses
  - Decrease placement testing on community college campuses

Opportunity to Expand Partnerships with K-12

- Scores provided while students are still in high school
- Provide supports to students during the senior year who are not on track to graduate ready for college credit bearing courses decreasing the need for remediation on college campuses
- Use PARCC scores to identify students could benefit from participation in dual enrollment, early college, and other concurrent enrollment programs, increasing early college access
How Will We Get There?

• Increase awareness about the PARCC assessment system on college and university campuses
• Familiarize faculty with the high school assessment items and the information PARCC will provide about student college readiness
• Identify what information faculty and placement counselors would like to see from a new assessment of college readiness
• Compare information currently used to place students into student support and remedial courses with the information provided by the PARCC assessments
• Work with K-12 partners to identify students who need support to graduate ready to enter college credit bearing courses and collaboratively design interventions
Benefits Of CCSS To Higher Education

- **Better information** about the preparation of incoming students
  - Better use of 12\textsuperscript{th} grade
- **Improved preparation** of incoming students – from all states
  - Increased academic rigor in entry-level, credit-bearing courses
- **Reduced remediation** rates
  - Increased funding may be redirected to support credit-bearing courses
- **Increased degree** attainment rates
  - Increased capacity – colleges can admit more students
- Better **options for academic interventions** to ensure students remain on-track to college readiness
Higher Education’s Involvement Matters

Involvement of higher education will influence:

• Definitions of college and career readiness
• Changes in high school curricula and teaching
• Structure and content of the new assessments
• 12th grade interventions for students who need to address deficiencies, course schedules for students who are on track, and accelerated options for advanced students.
Will The CCSS Change Higher Education?
Reaching the Goal: Expectations of Higher Education

**What is Expected**
- Participation in assessment design
- Lead role in defining college readiness and standard-setting for 11th grade assessment
- Agreement on performance standards for exemption from developmental courses in English and math

**What is **NOT** Expected**
- Use of Smarter Balanced or PARCC assessments for admission
- Standardization of admission criteria or standards
- Standardization of developmental or first-year curricula
- Complete reliance on the PARCC or Smarter Balanced assessments for all placement decisions (other data points may be used)
Higher Education After PARCC & Smarter Balanced: What Hasn’t Changed?

• **High school exit**: Some states may use the assessments—with a lower performance standard—for high school exit, but no state currently plans to use the college content-readiness standard for this purpose.

• **Admission**: Colleges will continue to admit students according to their current standards and practices — *the college content-readiness policy applies only to admitted students*.

• **Placement**: While honoring the exemption from remediation education for students who have earned it, colleges may use tests (and/or other means) to determine appropriate course placement.

• **Dev ed reform**: Colleges can continue to place any student into credit-bearing courses. Grades-only placement policies are unaffected.

• **STEM**: Colleges will need to assess additional evidence for students seeking to enter more advanced mathematics courses.
Options for Reporting to Higher Education

1. State longitudinal data system & within-state data sharing agreement (public higher education institutions draw the assessment scores from data system)

2. Vendor-mediated solutions such as the National Student Clearinghouse or Parchment (i.e. Parchment has a statewide agreement to deliver electronic high school transcripts)

3. Network approach using broader electronic student data/record exchange networks like the NSC GREEN Network (formerly SPEEDE Server)

4. Post the assessment results directly on high school transcripts to be delivered either electronically or by paper (paper not preferred)

5. Reporting handled by state test administration vendor

6. Data warehousing and reporting by Smarter Balanced or PARCC
A Preview Of The PARCC Assessments:

High School Math and English Language Arts Sample Questions
Connecting School to the Real World

Students will be expected to:

• **Apply** mathematical ways of thinking to real-world issues and challenges

• **Develop** a depth of understanding of mathematics and demonstrate an ability to apply math concepts and skills to new situations
Key Advances

Part A:
Requires students to determine one of the themes of the myth as recounted in this version
Requires synthesis of several parts of the myth to determine the answer
Lays the foundation for Part B in which students must locate evidence to justify their answer

Part B:
Students must read carefully to answer both parts correctly
Student must use textual evidence to justify their answer to Part A.
Student may receive full or partial credit
Key Advances

Students must draw evidence from two texts and cite this evidence clearly to analyze how the author draws upon and transforms source materials. Student must cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Students are required to demonstrate that they can apply knowledge of language and conventions of writing.
Myla's swimming pool contains 16,000 gallons of water when it is full. On Thursday, her pool was only partially full. On Friday, Myla decided to fill her pool completely using a hose that flowed at a rate of 10 gallons per minute. It took her 5 hours to completely fill her pool.

**Part A**

Type a number into each box to complete the sentences.

Before Myla started filling the pool, there were _______ gallons of water in the pool.

The rate at which water is being added to the pool is _______ gallons per hour.

**Part B**

On the coordinate plane provided, graph a linear function that represents the number of gallons of water in Myla's pool given the amount of time, in minutes, she spent filling her pool on Friday.

Select two points on the coordinate plane and the line containing the two points will be automatically drawn. You can undo your last step by clicking "Undo". You can reset the tool by clicking "Start Over".
Key Advances

- Students construct a linear function based on real world facts
- Students must think about the context and use the regularity in the linear rate to create a good mental model of the situation
- The questions in this item are sequenced to provide students with a deeper understanding of the mathematical concept
- Item can be used in the classroom for instructional purposes
- Students may receive partial credit
10th Grade Literary Analysis Task

• A complete Literary Analysis Task (LAT) for 10th Grade contains seven items, with six items that are either Evidence-Based Selected Response (EBSR) items or Technology-Enhanced Constructed Response (TECR) items and one Prose Constructed Response (PCR) item.

• Students will read the first passage and answer EBSR and TECR items.

• The students will then read a second passage and answer additional EBSR and TECR items.

• Having analyzed each passage separately, the students will complete their analysis by responding to the Prose Constructed Response item.

• The following items illustrate 3 parts of a complete LAT for 10th grade.
Item 1: Evidence Based Selected Response

- Students read an excerpt from, “Daedalus and Icarus” by Ovid and respond to the following EBSR questions.
- Part A Question: In “Daedalus and Icarus,” what do the lines “he turned his mind to arts unknown / and nature unrevealed” (lines 9-10) imply about Daedalus and his invention?
  - a. that his invention will bring him wealth and fame
  - b. that his invention will be something beyond common understanding*
  - c. that the primary motive for his invention is revenge
  - d. that he is nervous about the success of his invention
- Part B Question: Which quotation provides the best support for the answer to Part A?
  - a. “But Daedalus abhorred the Isle of Crete— / and his long exile on that sea-girt shore, / increased the love of his own native place.” (lines 1-3)
  - b. “While he was working, his son Icarus, / with smiling countenance and unaware / of danger to himself, perchance would chase / the feathers, ruffled by the shifting breeze, / or soften with his thumb the yellow wax,” (lines 17-21)
  - c. “. . . ‘My son, I caution you to keep / the middle way, for if your pinions dip / too low the waters may impede your flight;’” (lines 30-32)
  - d. “Beneath their flight, / the fisherman while casting his long rod, / or the tired shepherd leaning on his crook, / or the rough plowman as he raised his eyes, / astonished might observe them on the wing, / and worship them as Gods.” (lines 50-55)*
Item 4: Evidence Based Selected Response

• Students read an excerpt from, “To a Friend Whose Work Has Come to Triumph” by Anne Sexton and answer the following EBSR questions.

• Part A Question: In line 11 of Sexton’s poem, what does the use of the idea of “tunneling” reveal about Icarus at this point in the poem?
  a. He is engaging in an intensely concentrated action.*
  b. He is doomed to become the victim of an accident.
  c. He is trying to visualize an impossible goal.
  d. He is forced to begin a puzzling quest.

• Part B Question: Which words from Sexton’s poem best help the reader understand the meaning of “tunneling”?
  a. “Admire his wings” (line 9)
  b. “Feel the fire at his neck. . . .” (line 10)
  c. “. . . he glances up and is caught”* (line 11)
  d. “Who cares that he fell back . . . .” (line 12)
10th Grade Literary Analysis Task
Item 7: Prose Constructed Response

• Use what you have learned from reading “Daedalus and Icarus” by Ovid and “To a Friend Whose Work Has Come to Triumph” by Anne Sexton to write an essay that provides an analysis of how Sexton transforms “Daedalus and Icarus.”

• As a starting point, you may want to consider what is emphasized, absent, or different in the two texts, but feel free to develop your own focus for analysis.

• Develop your essay by providing textual evidence from both texts. Be sure to follow the conventions of standard English.
Key Advances

• Students must compare and synthesize ideas across multiple texts and analyze the strength of various arguments. Traditionally, writing prompts have not called for the use of textual evidence in a student’s response.

• This Prose Constructed Response prompt demands that students delve deeply into multiple texts to gather evidence when analyzing a given claim, a key shift of the Common Core.

• This item also demonstrates clearly what PARCC means by “writing using and analyzing sources”—students must draw evidence from two texts and cite this evidence clearly to demonstrate the reading and writing claims measured. Students are also required to demonstrate that they can apply the knowledge of language and conventions when writing (an expectation for both college and careers).
Resources
Implementation Resources for Teachers

• Model content frameworks
  – www.parcconline.org/parcc-model-content-frameworks

• Blueprints
  – http://www.parcconline.org/assessment-blueprints-test-specs

• Sample items for every tested subject and grade
  – http://www.parcconline.org/samples/ELA
  – http://www.parcconline.org/samples/math

• Educator Leaders Cadres
  – Public ELC portal for educator resources!
    • http://parcc.nms.org/

• Practice Test
  – Spring 2014, PARCC practice test will be available to students, teachers and parents via PARCCOnline.org
Learn More About PARCC

•Partnership for Assessment of Readiness for College and Careers
  •www.parcconline.org

•On Twitter:
  •@PARCCPlace
  •#askPARCC & #PARCCELC

•ELC Portal:
  •http://parcc.nms.org
The College Completion Crisis

- Enter High School
- Graduate from High School
- Enroll in College
- Persist to Sophomore Year
- Bachelor's Degree within 6 Years

Source: The 2010 College Completion Agenda Progress Report, The College Board
The number of U.S. Public and Nonpublic HS Graduates is in a decade of relative stability.

Figure 2.5. U.S. Public and Nonpublic High School Graduates, 1996-97 to 2008-09 (Actual) and 2009-10 to 2027-28 (Projected)

Post secondary institutions can no longer rely on increasing numbers of high school graduates to fuel application growth.

Note: Since the Private School Universe Survey (PSS) is biennial, alternate years include nonpublic graduate estimates based on data from the PSS.

Source: WICHE, Knocking at the College Door, 2012
U.S. Non-public HS Graduates have been on a steep decline following a peak in 2008. Non-public hs graduates will decrease by 29% from 2008 to 2021.

Source: WICHE, Knocking at the College Door, 2012
The ethnic composition of US Public High School Graduates will grow increasingly diverse

The decline of White, non-Hispanics will be almost completely offset by the growth in Hispanics. Similarly, the decline in Black, non-Hispanics will be made up for by the increase in Asian/Pacific Islanders.

Figure 3.5. Composition of U.S. Public High School Graduates, by Race/Ethnicity, 2008-09 (Actual) and 2009-10 to 2027-28 (Projected)

Figure 3.6. Cumulative Percent Projected Change in U.S. Public High School Graduates Relative to 2008-09, by Race/Ethnicity

Source: WICHE, Knocking at the College Door, 2012
Northeast: In a steady decline, despite increased diversification

The decline is most pronounced amongst White, non-Hispanics, who are projected to decrease by more than 22 percent. Similarly, African American and American Indian/Alaska native are also expected to have significant declines. This is particularly alarming for Penn as the Northeast is an important region for African American student recruitment.

Source: WICHE, Knocking at the College Door, 2012
South: The largest region and the one with the most steady growth

The of high school graduates in the South will be driven by the significant increases in Hispanic graduates, followed by Asian graduates. By 2017 the Hispanics in the South will eclipse Black, non-Hispanic as the largest minority group. White, non-Hispanic graduates will decline but not as severely as in other regions.

Source: WICHE, Knocking at the College Door, 2012
Composite NAEP Reading and Math Scores for 12th Graders in 2009, by Race/Ethnicity

<table>
<thead>
<tr>
<th>Group</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td>261.7</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>295.1</td>
</tr>
<tr>
<td>Black non-Hispanic</td>
<td>243.6</td>
</tr>
<tr>
<td>Hispanic</td>
<td>251.8</td>
</tr>
<tr>
<td>White non-Hispanic</td>
<td>282.3</td>
</tr>
</tbody>
</table>

Note: Composite scores are the average of the Math and Reading scores for 12th graders tested in 2009; Math scores (0 to 300) were converted to fit the Reading scale of 0 to 500.

Source: National Center for Education Statistics, NAEP Data Explorer
Given these perspectives what are the implications for the University of Pennsylvania

- Stabilized Growth
- College Completion Crisis
  - Enter High School
  - Graduate from High School
  - Enroll in College
  - Persist to Sophomore Year
  - Bachelor’s Degree within 6 Years
- Geographic Differences
- Performance Gap by Ethnicity
  - American Indian/Alaska Native
  - Asian/Pacific Islander
  - Black non-Hispanic
  - Hispanic
  - White non-Hispanic
A Closer Look at Pennsylvania

Public High School Graduates in the South by Race/Ethnicity 1996-97 to 2008-09 (Actual) and 2009-10 to 2027-28 (Projected)  Fig 3.18

Source: WICHE, Knocking at the College Door, 2012
Education Requirements for Workforce Participation

Note: In 1973, some college and associate degrees were in the same category. Source: Georgetown University Center on Education and the Workforce.
Pennsylvania

Composite Math and Reading Scores by Race/Ethnicity

Note: Pennsylvania in darker shades; U.S. in lighter shades. *Reporting standards were not met and no score is available.
First-Time Undergraduate Enrollment of Racial/Ethnic Groups by Sector, 2010-11

- **American Indian/Alaska Native**
  - Public Four-Years: 31.3%
  - Asian/Hawaiian/Pacific Islander: 17.5%
  - Black non-Hispanic: 28.9%
  - Hispanic: 30.2%
  - White non-Hispanic: 39.0%

- **Private Non-profit**
  - Public Four-Years: 12.0%
  - Asian/Hawaiian/Pacific Islander: 42.1%
  - Black non-Hispanic: 13.4%
  - Hispanic: 9.5%
  - White non-Hispanic: 18.7%

- **Public Two-Years**
  - Public Four-Years: 47.8%
  - Asian/Hawaiian/Pacific Islander: 36.0%
  - Black non-Hispanic: 42.8%
  - Hispanic: 49.1%
  - White non-Hispanic: 36.4%

- **Private For-Profits**
  - Public Four-Years: 8.9%
  - Asian/Hawaiian/Pacific Islander: 4.4%
  - Black non-Hispanic: 14.9%
  - Hispanic: 11.2%
  - White non-Hispanic: 5.9%

Note: Figures represent degree/certificate-seeking students at degree-granting Title IV-eligible institutions.

Source: NCES IPEDS.
Thank you!

Questions and Discussion
Powerpoint Presentation can be found this evening at:
www.bergenfield.org