The Washington Core to College Project: Connecting Higher Education to the Common Core State Standards & Smarter Balanced Assessment

Presentation to ICRC
April 2013

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1. Do the Common Core State Standards and Smarter Balanced assessment represent a definition of college- and career-readiness that works for higher education?

1. Specifically, how will the 11th grade assessment results be used?
Common Core State Standards

• Clear, consistent, rigorous standards in English language arts/literacy and mathematics

• Knowledge and skills needed for college and career success

• Developed voluntarily and cooperatively by states with input from teachers and college faculty

Source: www.corestandards.org
Major Shifts in the CCSS: “Fewer, Higher, Clearer, Deeper”

**MATH**

- **Focus**: Strongly where the standards focus
- **Coherence**: Think across grades and link to major topics within grades
- **Rigor**: Require conceptual understanding, fluency, and application

**ELA**

- **Building content knowledge through content-rich nonfiction**
- **Reading, writing, and speaking grounded in evidence from text**, both literary and informational
- **Regular practice with complex text and its academic language**

www.corestandards.org
Provide both achievement and growth information (progress toward “college and career readiness”)

Valid, reliable, and fair for full range of test-takers

Administered online

Operational in 2014-15 school year

Federally-funded consortia of states:
Smarter Balanced & PARCC (Partnership for Assessing the Readiness for College and Careers)
A Balanced Assessment System

Summative assessments
Benchmarked to college and career readiness

Teachers and schools have information and tools they need to improve teaching and learning

Common Core State Standards specify K-12 expectations for college and career readiness

Teacher resources for formative assessment practices to improve instruction

Interim assessments
Flexible, open, used for actionable feedback

All students leave high school college and career ready
Summary of Ongoing Validation Work

- **Test content**
  - Does test content reflect skills associated with college readiness?

- **Response processes**
  - Are students using intended skills to answer questions and solve problems?

- **Internal structure**
  - Dimensionality analysis, score precision, decision accuracy & consistency, test information function

- **Relations to other variables**
  - Correlation to other college-related tests, grades, course behavior. Predictive studies of course success.

- **Test consequences**
  - Investigation of intended and unintended changes in placement and remediation policy, college enrollment patterns.
Use of the 11\textsuperscript{th} Grade Assessment

- **Strengthen 12\textsuperscript{th} Grade “Launch Year”**
  - Encourage Dual Credit courses for students who are college-ready
  - Provide targeted curriculum for students who are not yet college-ready

- **College Placement**
  - Full or conditional exemption from developmental course work when entering college
  - Need to define what evidence of continued learning will be considered appropriate for conditional exemption
## College Content-Readiness Policy Framework

<table>
<thead>
<tr>
<th>Level</th>
<th>College Content Readiness</th>
<th>Implications for Grade 12</th>
<th>Implications for High School Graduates who Immediately Enter Higher Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Demonstrates thorough understanding of and ability to apply the knowledge and skills associated with college content-readiness.</td>
<td>Within each state, students may be required to satisfactorily complete Grade 12 English and/or mathematics courses to retain the exemption from developmental course work (higher education and K-12 officials may jointly determine appropriate courses and performance standards). Students are encouraged to take advanced credit opportunities earning college credit while still in high school.</td>
<td>Colleges may evaluate additional data (courses completed, grades, placement test scores, writing samples, etc.) to determine appropriate course placement at or above the initial credit-bearing level.</td>
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<td>3 (adequate)</td>
<td>Student is conditionally exempt from developmental course work, contingent on evidence of sufficient continued learning in Grade 12.</td>
<td>Within each state, higher education and K–12 officials jointly determine appropriate evidence of sufficient continued learning (such as courses completed, test scores, grades or portfolios). Student are encouraged to take additional 4th year courses as well as appropriate advanced credit courses leading to college credit while in high school.</td>
<td>For students who demonstrate evidence of sufficient continued learning in Grade 12, colleges may evaluate additional data (courses completed, grades, portfolios, placement test scores, etc.) to determine appropriate course placement at or above the initial credit-bearing level. For students who fail to demonstrate sufficient evidence of continued learning in Grade 12, colleges may evaluate additional data (courses completed, grades, portfolios, placement test scores, etc.) to determine placement in developmental or credit-bearing courses.</td>
</tr>
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Key Clarifications of Proposed Framework

- **Limitations of Test Items**: “Plus standards” and need for additional evidence of readiness for advanced math courses (e.g., for STEM majors)

- **Admissions**: Policy operates within the context of existing institutional admission policies

- **Recommended “Cut Scores”**: To be set summer 2014 after pilot and field testing

- **Participation agreement**: No later than January 2015

- **Score Expiration**: Scores only valid for students who matriculate directly from high school to college
Questions?