
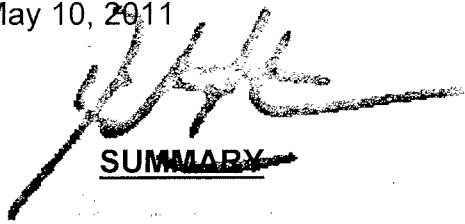


**TO:** P-12 Education Committee  
College and Career Readiness Working Group

**FROM:** John B. King, Jr. 

**SUBJECT:** Common Core Transition Strategy

**DATE:** May 10, 2011

**AUTHORIZATION(S):** 

SUMMARY

Issue for Discussion

The Regents Reform Agenda is centered on ensuring that all students graduate prepared for postsecondary education and/or career opportunities. To achieve this goal, the Department is committed to systemic and comprehensive improvements to teaching and learning in the state of New York, as outlined in the four aspirations of the Reform agenda. One key to this vision is revising the State's assessment programs to ensure that they measure the knowledge and skills that are required for students to stay on track to college and career readiness from elementary school through graduation. A comprehensive assessment transition strategy is outlined in this Item for Board discussion.

Reason(s) for Consideration

Review of Policy.

Proposed Handling

This item will come before the P-12 Education Committee and the College and Career Readiness Working Group for discussion at the May 2011 meeting.

Background Information

To ensure that New York State assessments in ELA, Math, Science and Social Studies/History are aligned to college and career readiness requires:

- (1) a robust set of standards that articulate the knowledge and skills that students need to be on track to college and career readiness in each subject area;

- (2) an assessment design that measures knowledge and skills with fidelity (e.g., through rich performance tasks and innovative items);
- (3) setting performance standards using contemporary best practice that integrates professional judgment and empirical data; and
- (4) a robust, comprehensive and ongoing validation strategy.

The Board of Regents is committed to a reform agenda that will ensure comprehensive improvements in our schools; to that end, Department staff and Regents Research Fund Fellows are working together to ensure a seamless transition to the New York State Common Core Learning Standards.

### Timeline

The Department proposes that all ELA, Math, Science and Social Studies/History exams be aligned to college and career readiness standards by school year 2012-13.

### College and Career Ready Standards

The NYS P-12 Common Core Learning Standards were approved and adopted by the Board of Regents at the January 2011 meeting. These standards articulate the knowledge and skills that students need to master in each grade level in ELA and Math to stay on track to graduate college and career ready. New York State will need to review and possibly revise existing state standards in Science, and Social Studies/History to ensure that these reflect rigorous expectations in each grade level according to the New York State Common Core Learning Standards, and reflect a learning trajectory that ensures students graduate college and career ready.

### NYS Advisory Panels for College and Career Readiness

Drawing on existing New York State K-12 and higher education educator and stakeholder panels in curriculum and assessment, domain-specific panels will be convened to advise about each step in the assessment design and validation process. In addition to the NY Technical Advisory Group, the Department proposes creating five advisory panels: four domain-specific advisory panels (ELA, Math, Science and Social Studies/History) and an implementation panel.

Each domain-specific panel will be comprised of expert educators from early childhood, elementary, secondary, and postsecondary institutions. Diverse representation from throughout the state will be a priority, as well as ensuring that each panel has expertise on special populations (e.g., ELLs and SWDs). The four domain-specific advisory panels will be responsible for:

- advising on the revision of the New York State standards to ensure alignment to New York State Common Core Learning Standards (for Science and Social Studies/History);
- advising on the rigor and design of curriculum and assessment, e.g., will assist SED staff by providing feedback on internally-generated materials and materials from vendors;

- providing feedback to ensure that New York State assessments measure the knowledge and skills required for college and career readiness; and
- articulating the specific criteria that the Regents exams need to meet in order for SUNY and CUNY to accept passing (proficient or above) scores as indicators of readiness to enter non-remedial, credit-bearing courses.

The implementation panel will be comprised of postsecondary representatives from each of the domain-specific panels, district/BOCES and building administration, and key New York K-12 advisory groups. This panel will be responsible for:

- advising on strategies to meet the needs of students, teachers, principals, and staff during transition and implementation;
- advising on specific strategies to increase college and career ready graduation rates; and
- facilitating higher education's participation in assessment validation and acceptance of Regents passing scores as indicators of placement into non-remedial, credit-bearing courses.

### Assessment Design

To ensure that New York State exams in core subjects are aligned to college and career ready standards, and that the scores support valid inferences about student performance, the Department proposes to engage in the following activities starting in spring 2011:

- conducting a rigorous analysis of the gap between the knowledge and skills currently measured by each of our exams and the knowledge and skills our exams need to measure in order to determine whether students are on track for college and career readiness;
- revising the performance level descriptions to indicate whether or not students are on track for college and career readiness; and
- test development activities including: revision (or development) of test specifications, design of rich performance-based and innovative items, field-testing (2012), and standard-setting (2013).

### Empirical Validation Strategy

To ensure that the design and implementation of New York State assessments meet the rigorous threshold set by the Board of Regents, the Department proposes to initiate a comprehensive and ongoing empirical validation strategy to collect a variety of evidence regarding our assessments. This evidence will be used to evaluate the quality and, when necessary, improve the rigor of our assessments. In conjunction with the NY Technical Advisory Group, the advisory panels described above will assist New York State in designing and implementing this empirical validation strategy. Examples of empirical validation evidence include:

<b>Evidence of:</b>	<b>Purpose</b>	<b>Examples</b>
Content validity	To evaluate the appropriateness and rigor of the knowledge and skills measured by the test	<ul style="list-style-type: none"> <li>• Gap analysis</li> <li>• CUNY and SUNY curriculum and document analysis</li> <li>• Thorough review by advisory panels</li> </ul>
Concurrent validity	To confirm that the test measures the appropriate knowledge and skills by examining the relationship of student performance on the test with other, similar measures	<ul style="list-style-type: none"> <li>• Examining the relationship between NYS tests and: <ul style="list-style-type: none"> <li>○ Current grades, GPA</li> <li>○ Recent student performance on commercially-available tests</li> </ul> </li> </ul>
Predictive validity	To examine the validity of the test for predicting a future outcome	<ul style="list-style-type: none"> <li>• Tracking longitudinal data to examine relationships among performance on 3 – 8 tests, Regents and postsecondary grades and commercially available tests such as PSAT, AP, SAT/ACT</li> </ul>

### Rescaling Regents Exams

Revising the knowledge and skills measured by an exam requires that the performance standards and the psychometric model underlying the score scale need to change too. As such, this is an opportunity to change the way we report scores for the Regents exams. We propose that we change the scale to one which is consistent with the 3 – 8 testing program scale (e.g., 470-800) and reports student performance as a performance category. This change will also ensure that the scale score cannot be confused with a percentage score. An example of performance categories is:

- Level 4: Exceeds college and career ready standards for this course / grade
- Level 3: On track for college and career readiness for this course / grade
- Level 2: Approaches readiness for college and career for this course / grade
- Level 1: Below readiness for college and career for this course / grade