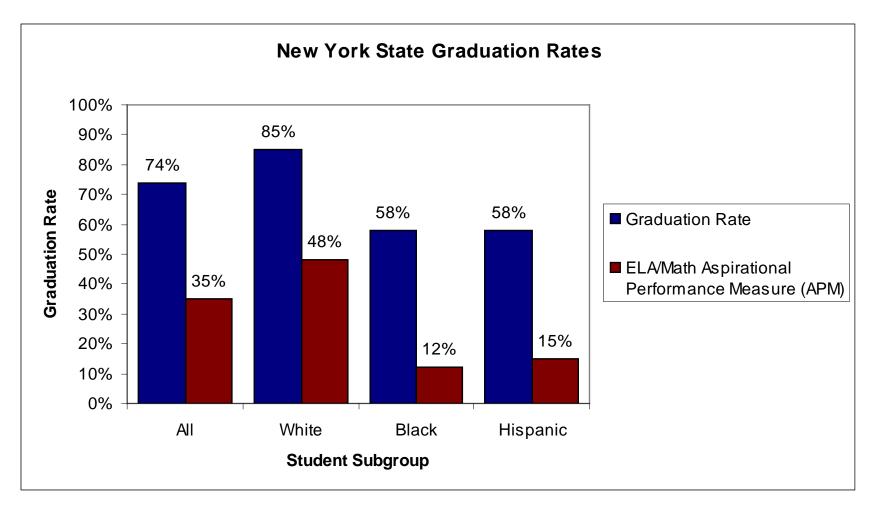


Grades 3 – 8 ELA and Math Common Core Assessments

Board of Regents December 2012

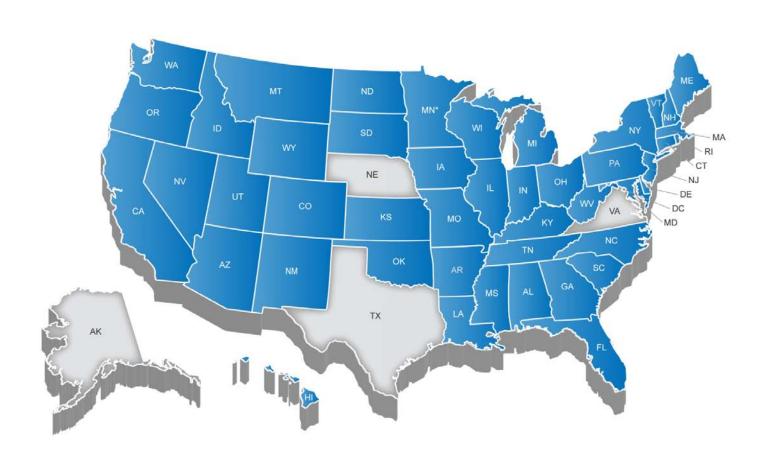


Our Common Purpose and Resolve*



^{* 2007} cohort, four-year outcomes through June Source: NYSED Office of Information and Reporting Services

46 States + DC Have Adopted the Common Core State Standards



^{*}Minnesota adopted the CCSS in ELA/literacy only

Organizations Endorsing the CCSS

- ✓ Achieve
- ✓ ACT, Inc
- ✓ Alliance for Excellent Education
- ✓ American Council on Education
- ✓ American Federation of Teachers
- ✓ American Statistical Association
- ✓ The College Board
- ✓ Council of Administrators of Special Education
- ✓ Council of the Great City Schools
- ✓ Maryland Board of Education
- ✓ MA Business Alliance for Education

- ✓ Michigan Department of Education
- ✓ National Association of State Boards of Education
- ✓ National Council for Accreditation of Teacher Education
- ✓ National Education Association
- ✓ North Carolina Board of Education
- ✓ National Parent Teacher Association
- ✓ U.S. Department of Education

http://www.corestandards.org/about-thestandards/statements-of-support

^{*} For a full listing of organizations that have written statements of support for the CCCS visit:

Shifts in Assessments

Six Shifts in ELA Assessments

Shift 1: Balancing Informational & Literary Texts	Passages will be authentic, and will be balanced between informational and literary texts; will require literacy in Science, Social Studies and technical subjects.
Shift 2: Knowledge in the Disciplines	Assessments will contain knowledge-based questions about the informational text; students will not need outside knowledge to respond.
Shift 3: Staircase of Complexity	Passage selection will be based on text complexity that is appropriate to grade level per Common Core.
Shift 4: Text-Based Answers Shift 5: Writing from Sources	Questions will require students to marshal evidence from the text, including paired passages.
Shift 6: Academic Vocabulary	Students will be tested directly on the meaning of pivotal, common terms, the definition of which can be discerned from the text. Academic vocabulary will also be tested indirectly through general comprehension of the text.

Shifts in Assessments

Six Shifts in Mathematics Assessments

Shift 1: Focus	Priority standards will be the focus of assessments. Other standards will be deemphasized.
Shift 2: Coherence	Assessments will reflect the progression of content and concepts as depicted in the standards across grade levels.
Shift 3: Fluency	It will be assumed that students possess the required fluencies as articulated through grade 8; as such, calculators are not permitted in grades 3, 4 and 5 and are only permitted for certain sections in grades 6, 7 and 8.
Shift 4: Deep Understanding	Each standard will be assessed from multiple perspectives, while not veering from the primary target of measurement for the standard.
Shift 5: Application Shift 6: Dual Intensity	Students will be expected to know grade-level mathematical content with fluency and to know which mathematical concepts to employ to solve real-world mathematics problems.

Timeline for CC Assessments

- **January 2010:** Commitment to Common Core in initial RTTT application
- June 2010—December 2010: Multiple Board discussions of CC review and adoption process
- July 19, 2010: Initial adoption of CC by BOR
- October 18, 2010: Update to BOR on CC review process
- **January 10, 2011:** BOR committed to the timeline for Common Core Implementation, including full K-8 implementation in 2012-2013 and 3-8 assessments based on the Common Core in Spring 2013.
- May 16, 2011: CC Assessment Transition Strategy came before the P-12 Education Committee and the College and Career Readiness Working Group for discussion.
- Nov 14, 2011: CC implementation update to P-12
- March 19, 2012: CC assessment transition update to Full BOR
- April 23, 2012: CC assessment transition described in testing update at Full BOR
- July 16, 2012: CC Implementation and transition update to BOR
- September 10, 2012: CC Implementation and transition update to Full BOR
- **November 5, 2012:** CC Implementation and transition update to Full BOR

Percent <u>at or above</u> Proficient: 3-8 ELA & Math

	2009		2010		2012	
Grade	ELA	Math	ELA	Math	ELA	Math
3	76	93	55	59	56	61
4	77	87	57	64	59	69
5	82	88	53	65	58	67
6	81	83	54	61	56	65
7	80	87	50	62	52	65
8	69	80	51	55	50	61

	NAEP 2007		NAEP 2009		NAEP 2011	
Grade	Reading	Math	Reading	Math	Reading	Math
4	36	43	36	40	35	36
8	32	30	33	34	35	30

Source: NYSED June 17, 2012 Release of Data (Background Information: Slide Presentation). Available at: http://www.p12.nysed.gov/irs/pressRelease/20120717/2012-ELAandMathSlides-SHORTDECK-7-16-12.ppt. ELA data from slide 16; Math data from slide 31. Percentages represent students scoring a "3" or a "4".

Source: NAEP Summary Report for New York State. Available at: http://nces.ed.gov/nationsreportcard/states/Default.aspx Most recent year available for Reading and Mathematics is 2011.

Test Guides for 2012-13 ELA & Math 3-8

- Designed for teachers
- Contains grade specific information
- Integrates instructional and assessment information
 - Reviews tests from the perspective of the shifts
 - Describes how NYS will measure the Common Core State Standards
- Describes how the tests differ from last year
- Includes the weight and distribution of the standards on the tests (test specifications)
- Includes rubrics for constructed response; and
- Informs the early professional development needed for CR scoring in the spring.

Changes

ELA

- CCSS Listening and Speaking Standards <u>not</u> assessed
- Authentic passages
 - Rigorous, meaningful texts worth reading
 - Balance of literary and non-fiction
 - Students must cite evidence from text in all responses

<u>Math</u>

- Prioritized content
- Multiple steps, multiple standards, multiple perspectives
- Changes in tools and reference sheets to align with Common Core.

Operational Changes in Response to Field

- Shorter testing times for grades 3 and 4
- Students who finish early are permitted to read after assessment materials are collected

- Pilot field testing in the fall
 - Schools test in fall or spring, not both
 - One grade, one subject: 40 minutes

OLD 2008 Grade 6 Item, Fractions

6.N21

Find multiple representations of rational numbers (fractions, decimals, and percents 0 to 100)

- A 20-gallon container is filled with 6 gallons of gasoline. What fraction of the container is filled with gasoline?
 - **A** $\frac{20}{6}$
 - **B** $\frac{3}{10}$
 - $c = \frac{6}{10}$
 - $\mathbf{D} = \frac{3}{5}$

NEW Grade 5 Math Item, Fractions

Standard 5.NF.7c

Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?

Domain: Number and Operations-Fractions

Item: CR

9. Half of a school auditorium is needed to seat 3 equal-sized fifth grade classes.

Part A: Make a visual fraction model to represent the whole auditorium when each class is seated in separate sections.

Part B: What fraction of the auditorium will one of the fifth grade classes need of the whole auditorium?

Old Grade 6 ELA Items

2a	Read the following lines from the passage	
	People laughed at him, and even his friends told him that he never could be a speaker, so he went home greatly cast down. (Lines 24 and 25)	
	In this sentence, 'cast down' means	
	Upbeat Encouraged Embarrassed Discouraged	
4a	In both the <i>Demosthenes</i> biography and the <i>Icarus and Daedalus</i> myth the main characters are given advice from other people. Do you respond to advice from other people more like Demosthenes or more like Icarus? Write an essay in which you explain who you are more like when it comes to taking advice and why. Use details from both articles to support your answer.	
	In your response, be sure to do the following:	
	tell whether you are more like Demosthenes or Icarus explain why you are respond to advice similar to Demosthenes or Icarus use details from both passages in your response	DRAFT

Sample: New CC Grade 6 ELA Item

Read the following lines from the passage

People laughed at him, and even his friends told him that he never could be a speaker, so he went home greatly cast down. (Lines 24 and 25)

How does this sentence help to structure the passage?

- A) It sets up a contrast between what Demosthenes could accomplish individually and what he could do with the help of others.
- B) It shows the main reason Demosthenes sought the help of other more established public speakers
- C) It divides the periods of Demosthenes life between when he was unsuccessful and when he reached his goals
- D) It reveals Demosthenes key weakness, public speaking, and how it would hold him back.

DRAFT

Sample: New CC Grade 6 ELA Item

Extended Constructed Response Paired Passages

4	In both the Demosthenes biography and the Icarus and Daedalus myth the main characters exhibit determination in pursuit of their goals. Did determination help
	both main characters reach their goals, or did it lead them to tragedy? Write an argument for whether you believe determination helped or hurt the two main characters.
	In your response, be sure to do the following:
	describe how determination affected the outcome in <i>Demosthenes</i> describe how determination affected the outcome in <i>Icarus and Daedalus</i> explain the similarities or differences that exist in the ways determination played into the outcome of both texts use details from both passages in your response

DRAFT

New York State Assessment Transition Plan: ELA and Mathematics

As of December 3, 2012 (Subject to Revision)

Assessment	2011–12	2012–13 2013–14		2014–15			
ELA ¹							
Grades 3–8	Measures the 2005 Standards	Measures the Common Core		PARCC ²			
Grade 11 Regents	Measures the 2005 Stand	lards	Regents Exam Measures the Common Core ^{3, 4}	Regents Exam Measures the Common Core / PARCC ^{2, 4}			
Math							
Grades 3–8		Measures the Common Core ⁵		PARCC ¹			
Algebra I			Regents Exams	Regents Exams Measure the Common Core /			
Geometry	Measures the 2005 Standards	Measures the 2005 Standards	Measures the Common Core 3, 4, 5				
Algebra II		Stanuarus	Measures the 2005 Standards	PARCC ^{2, 4, 5}			
Additional State Assessments							
NYSAA ⁶	Measures the 2005 Stand	lards	Measures the Common Core	NCSC ⁷			
NYSESLAT	Measures the 1996 Standards	Measurement Change: Phase One ⁸		Measurement Change: Phase Two ⁸			

New York State Assessment Transition Plan: ELA and Mathematics

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Math							
Grades 3–8		Measures the Common Core ⁵		PARCC ¹			
Algebra I	Measures the 2005	Measures the 2005 Standards	Regents Exams Measures the Common Core 3, 4, 5	Regents Exams Measure			
Geometry	Standards		the Common Core 3, 4, 5	the Common Core /			
Algebra II			Measures the 2005 Standards	PARCC ^{2, 4, 5}			
Additional State Assessments							
NYSAA ⁶	Measures the 2005 Stand	dards Measures the Common Core		NCSC ⁷			
NYSESLAT	Measures the 1996 Standards	Measurement Change: Phase One ⁸		Measurement Change: Phase Two ⁸			

¹ A budget request has been made for the 2013-14 school year for grade 9 and 10 ELA exams.

² The PARCC assessments are scheduled to be operational in 2014-15 and are subject to adoption by the New York State Board of Regents. The PARCC assessments are still in development. All PARCC assessments will measure the Common Core.

³ As with the change from Math A/B, the change will be cohort-based and there will be an overlap of exams for three administrations. Detailed information about which cohorts can take which exams will be available this winter.

⁴ The PARCC consortium is developing ELA and mathematics assessments that will cover grades 3-11. New York State will continue to monitor the development of these assessments to determine how the PARCC assessments might intersect with the Regents Exams. Note that all new Regents Exams and PARCC assessments will be implemented starting with the end-of-year administration, rather than the winter or summer administrations.

⁵ New York State will be using the configuration of standards within courses and the cluster emphases from the PARCC Mathematics Model Content Frameworks for test and curriculum module construction for grade 8 and high school. For information on the PARCC Model Content Frameworks, see http://www.parcconline.org/parcc-model-content-frameworks.

⁶ This transition plan is specific to the NYSAA in ELA and mathematics.

⁷ New York State is a member of the NCSC national alternate assessment consortium that is engaged in research and development of new alternate assessments for alternate achievement standards. The NCSC assessments are scheduled to be operational in 2014-15 and are subject to adoption by the New York State Board of Regents.

⁸ To measure the Common Core with the NYSESLAT, NYSED will utilize a two-phased process. In Phase One, NYSED is making revisions to the NYSESLAT that will be administered in 2013 and 2014 guided by both the Common Core Learning Standards and feedback from the field. Changes during this phase include new question types to help the NYSESLAT better measure the Common Core, improved test administration procedures, and an increase in the number of grade bands from five to six. In Phase Two, additional revisions will be made to the NYSESLAT to fully measure the Common Core Learning Standards and new Bilingual Standards. For more information, see <a href="http://www.p12.nysed.gov/assessment/nyseslat/about-n

Transition to the New Common Core Regents Exams

- Algebra 1, Geometry, and ELA Regents will be available in June 2014, August 2014, January 2014
- Algebra 2 will be available in June 2015
- As with the change from Math A/B, the change will be cohort-based and there will be an overlap of exams for three administrations.



PARCC Assessment

- A computer-based, innovative assessment system to test the full range of student performance on the Common Core Standards. The assessment will provide data to inform instruction, interventions, and professional development.
- The test will determine whether students are on track to college and career readiness in math and ELA/Literacy. By 11th grade, students will receive a determination of college and career readiness in math and ELA/Literacy.
- New York educators involved in the development of Performance Level Descriptors that describe the academic preparation that will result in a high likelihood of success in first year credit-bearing courses. PLDs will also be used to set performance standards.
- Engagement with P-12 and higher education ensures that educators have an opportunity to provide feedback on PLDs, college- and career-ready determination policies, and other key decisions.

PARCC Timeline:

Tryouts: Spring 2013

Field Tests: Spring 2014

Operational: 2014 – 2015

