

Common Core State Standards and the High School Equivalency Exam

Shifts, Standards, and Rigor

The Common Core State Standards (CCSS) are the result of efforts by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO) to address research-based evidence that the United States is continuing to fall behind other countries in students' academic performance, despite increased spending over the past years. The integration of the CCSS into adult education programs is intended to provide all adult students with the opportunity to acquire college and career ready knowledge and skills to pursue their long-term career aspirations and goals.

Common Core State Standards (CCSS) Background

- 42 states and Washington, D.C.
- Shared expectations
- www.engageny.org

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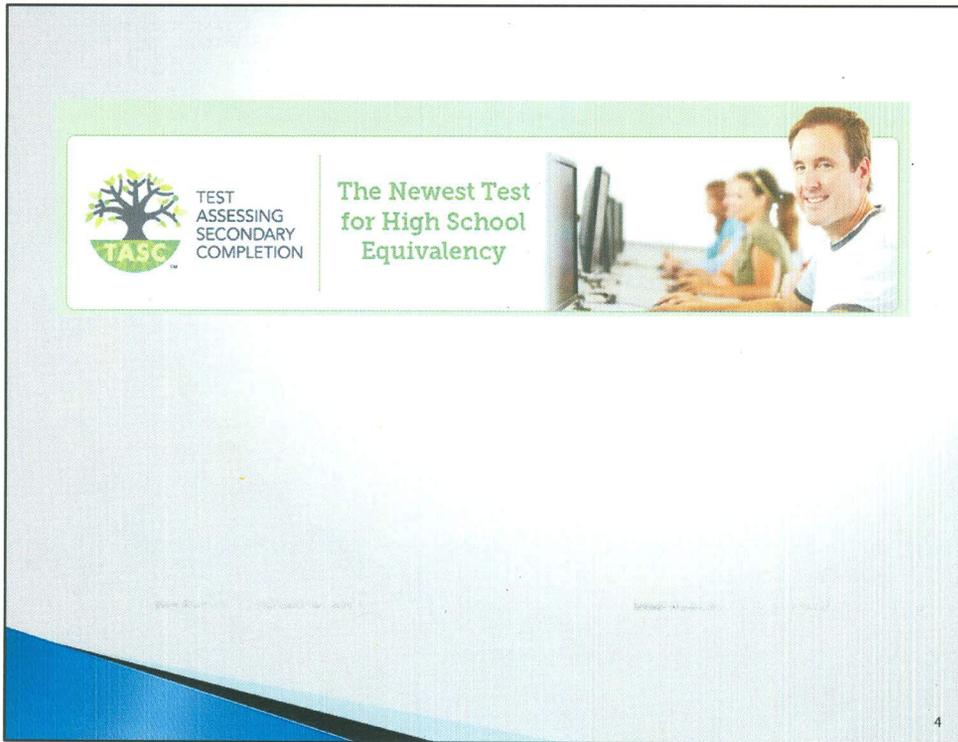
The CCSS are derived from the College and Career Readiness (CCR) standards, otherwise known as the Anchor standards, previously developed by the NGA and CCSSO. These standards set literacy requirements in History/Social Studies, Science, and Technical subjects and identify the skills and understandings required for college and career readiness. This national initiative has been ratified by 42 states and Washington, D.C.

Overview

- ▶ New York State P-12 Common Core Learning Standards (CCLS)
- ▶ Time line to implement CCSS for High School Equivalency (HSE)
- ▶ TASC measures CCSS in ELA and Math in 2014

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The New York State Board of Regents first adopted the Common Core State Standards in 2010. Two years later, in September, 2012, the Regents approved a timeline that would “Adopt the Common Core Learning Standards and fully align NYS HSE diploma assessments by January 1, 2017.



The Test Assessing Secondary Completion (TASC™ test), developed by CTB McGraw-Hill for national use, measures the CCSS in English Language Arts and Mathematics, the Next Generation Science Standards (NGSS) for Science, and Social Studies national frameworks. The exam provides HSE scores and assesses college and career readiness.

Common Core: An Opportunity for Post-Secondary Preparedness

- College and career readiness
- Shifts

Integrating College and Career Readiness Standards into adult education programs is intended to provide all adult students with the opportunity to acquire college and career ready knowledge and skills so that they can pursue their long-term career aspirations and goals.

The Standards identify beginning levels of study so that students can be met at their instructional levels upon program entry and progress to college and career readiness. The Common Core shifts the focus from merely preparing students to earn an HSE diploma to preparing them to be successful in college and careers.

Post-Secondary Preparedness

66% require some post-secondary education or training

44% have some post-secondary degree

More education = higher earnings

<u>Mean Income</u>	<u>Education Level</u>	<u>Unemployment</u>
\$23,452	HS Dropout	14.1%
\$33,176	HS Graduate	9.4%
\$37,338	Some College	8.7%
\$54,756	Bachelors Degree	4.9%

Sources: US and New York Bureaus of Labor Statistics

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Today, most good jobs, or nearly 66% in NYS, require some post-secondary education and/or training. It is therefore imperative that all students be academically prepared to compete for good jobs in the global economy. These data, which were obtained from the U.S. and New York Bureaus of Labor Statistics, give an indication of the income and unemployment rate, based on education.

Principles of the CCSS

- Aligned to requirements for college and career readiness
- Based on evidence

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The CCSS has set learning expectations for all students. Students must be college and career ready. The Standards are evidence- and research-based. The Common Core brings with it some changes or “shifts.” There are paradigm shifts in teaching and learning that we now have to understand.

Implementation of the Standards is not a simple exercise of aligning curriculum maps. We need to build and support learning environments in which everyone is sharing their learning and supporting each other in doing this work.

Vocabulary

- ▶ Instructional Shifts
- ▶ Rigor
- ▶ Complexity
- ▶ Fluency
- ▶ Webb's Depth of Knowledge (DOK)

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Some of the vocabulary used in discussing the Common Core refers to the shifts that have been identified in these Standards.

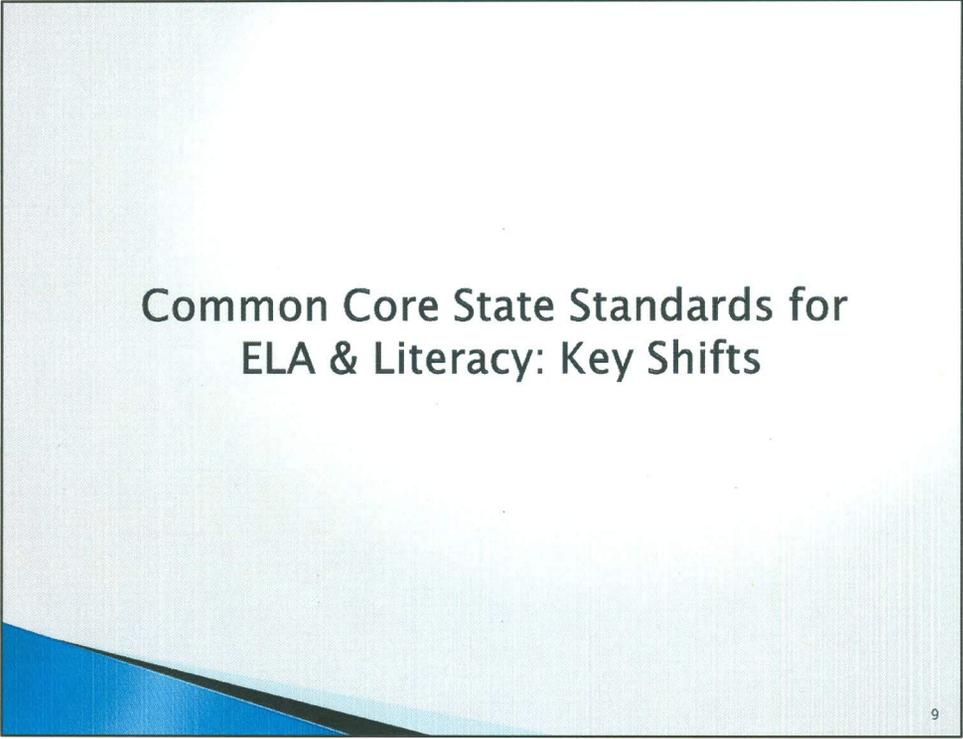
Instructional shifts represent the "big ideas" of the Standards that address the necessary changes in instruction that are needed for students to attain the standards.

Rigor, one of the Standards shifts, is about the depth of learning expectations and what one should expect to see happening in the classroom, in curricular materials, and in instruction. Rigor does not mean simply that the curriculum is getting harder. There are three elements of Rigor within the Standards: conceptual understanding, procedural skill and fluency, and application.

Text complexity is about providing students with a variety of reading materials to get them out of their comfort zone and providing opportunities for transfer of their learning. The Appendices to the Standards provide information and samples of what and how students read.

Fluency in the Standards shift means "fast and accurate." It marks the endpoints of progressions of learning that begin with solid underpinnings and then pass upward through stages of growing maturity. Some of these fluency expectations are meant to be mental, and others may need pencil and paper.

Webb's depth of knowledge (DOK) is an assessment tool that measures the cognitive complexity of a question. There are four DOK levels that represent the comparison of the cognitive demand of the Standards and the assessment to determine student mastery. DOK is also used as a tool to increase instructional rigor.



Common Core State Standards for ELA & Literacy: Key Shifts

The New York State P-12 Common Core Learning Standards for English Language Arts contains six shifts in both teaching and learning. The College and Career Readiness anchor standards (CCR) identify three literacy shifts. Although many educators are somewhat familiar with the P-12 CCLS shifts, most have not had much experience with the CCR shifts. The next few slides will show alignment between the CCR and CCLS.

Shifts in ELA & Literacy

NYS P-12 Common Core Learning Standards (CCLS) – 6 Shifts

NGA and CCSS Common Core State Standards (CCSS) – 3 Shifts

Shift 1:

PK-5, *Balancing Informational & Literary Texts:* Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world – science, social studies, the arts and literature – through text. At least 50% of what students read is informational

Shift 2:

6-12, *Knowledge in the Disciplines:* Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through *domain-specific texts in science and social studies* classrooms – rather than referring to the text, they are expected to learn from what they read.

Shift 1:

Building knowledge through content-rich nonfiction and informational texts

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The first CCR Literacy shift, building knowledge through content-rich nonfiction, is aligned to the first two New York State P-12 ELA shifts and include literacy at the elementary level, CCLS Shift 1 and literacy at the secondary level, CCLS Shift 2.

Shifts in ELA & Literacy

NYS P-12 Common Core
Learning Standards – 6 Shifts

NGA and CGCS Common Core
State Standards – 3 Shifts

Shift 4:

Text-based Answers: Students have rich and rigorous conversations which are dependent on a common text. Teachers insist that classroom experiences stay *deeply connected to the text* on the page and that students develop habits for making *evidentiary arguments* both in conversation, as well as in writing to *assess comprehension of a text*

Shift 5:

Writing from Sources: Writing needs to *emphasize use of evidence* to *inform or make an argument* rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through *written arguments* that *respond to the ideas, events, facts, and arguments* presented in the texts they read.

Shift 2:

Reading and writing grounded in evidence from text

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The second CCR Literacy shift, which requires students or examinees to demonstrate comprehension of what they have read through evidence from text in their writing and speaking, is aligned to the New York State P-12 shifts 4 (Text-based answers) and 5 (Writing from Sources).

Shifts in ELA & Literacy

NYS P-12 Common Core Learning Standards – 6 Shifts

Shift 3:

Staircase of Complexity: In order to prepare students for the complexity of college and career ready texts, each grade level requires a "step" of growth on the "staircase". Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.

Shift 6:

Academic Vocabulary: Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as "discourse," "generation," "theory," and "principled") and less on esoteric literary terms (such as "onomatopoeia" or "homonym"), teachers constantly build students' ability to access more complex texts across the content areas.

NGA and CGCS Common Core State Standards – 3 Shifts

Shift 3:

Regular practice with complex text and its academic vocabulary

Finally, CCR Literacy shift 3, on text complexity, is aligned to New York State P-12 ELA shifts 3 (Staircase of Complexity) and 6 (Academic Vocabulary).

ELA & Literacy: 3 Shifts

1. Building knowledge through content-rich nonfiction
2. Reading, writing, and speaking grounded in evidence from text, both literary and informational

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Because the TASC™ test is aligned to the CCSS, we will now look at these 3 shifts a little more closely. The first of the Literacy shifts focuses on knowledge: “Building knowledge through content-rich nonfiction.” To be college and career ready, students need the specific literacy skills of science and social studies as well as English language arts. Students work on literacy in the content areas to build their understanding and knowledge as well as background information in the content areas by reading content-rich nonfiction.

The second Literacy shift involves the three domains of reading, writing, and speaking, grounded in evidence from text. This shift requires students to demonstrate their reading comprehension by grounding their responses in evidence from the text. In other words, use evidence from the text to answer questions, make arguments, give opinions, or construct projects. This is a significant shift and a strong college and career-ready skill.

Non Text-Dependent or Text-Dependent Questions

Non Text-Dependent	Text-Dependent
<p>▶ In “Casey at the Bat,” Casey strikes out. Describe a time when you failed at something.</p>	<p>What makes Casey’s experiences at bat humorous?</p>
<p>▶ In “Letter from a Birmingham Jail,” Dr. King discusses nonviolent protest. Discuss, in writing, a time when you wanted to fight against something that you felt was unfair.</p>	<p>What can you infer from King’s letter about the letter that he received?</p>
<p>▶ In “The Gettysburg Address” Lincoln says the nation is dedicated to the proposition that all men are created equal. Why is equality an important value to promote?</p>	<p>“The Gettysburg Address” mentions the year 1776. According to Lincoln’s speech, why is this year significant to the events described in the speech?</p>

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This slide provides examples of non-text dependent and text-dependent questions. Take a few minutes to read the slide.

Previously, we have encouraged students to respond to literature without textual evidence, “just so that they would write.” If you look at the examples of non-text dependent questions on the left of the slide, you will see that anyone could answer questions like “Describe a time when you failed at something” or “when you wanted to fight against something that you felt was unfair” or, “Why is equality an important value to promote?” However, the Standards shift our focus to the right side of the slide where we see that it would be difficult to answer the question if one had not read the text. Thus, on reading the section under “Text-Dependent,” one needed to have read “Casey at the Bat” to explain what made Casey’s experiences humorous, or “The Gettysburg Address” to show why the year 1776 is significant to the events described in President Lincoln’s speech.

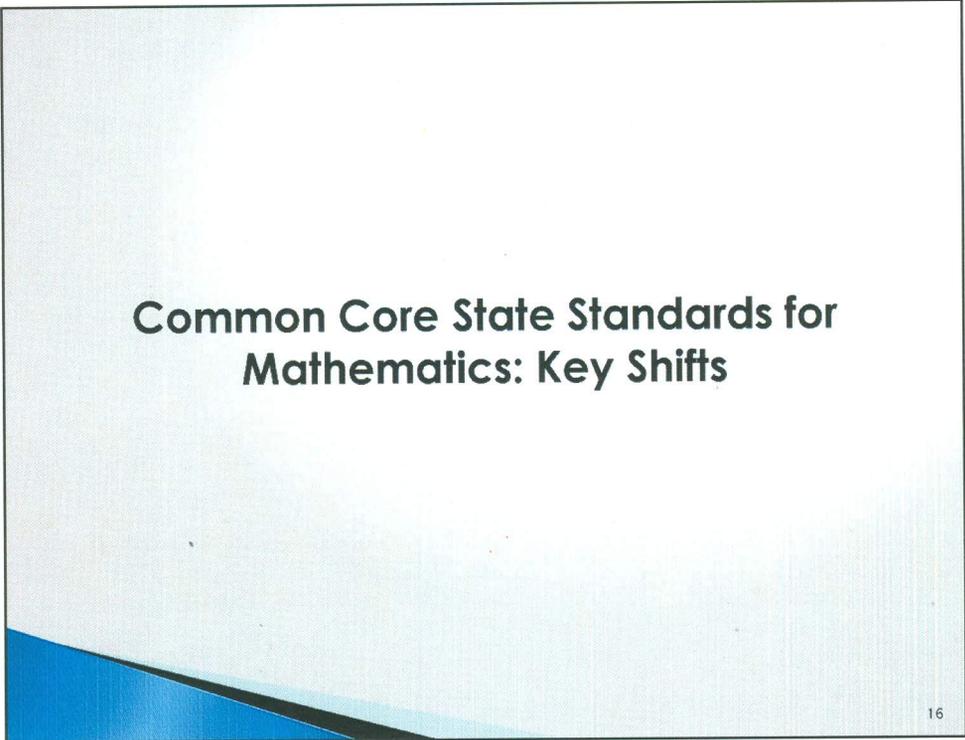
ELA & Literacy: 3 Shifts

3. Regular practice with complex text and its academic vocabulary

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The third Literacy shift is about the complexity of the texts students read. The goal is to build the transferable vocabulary students need to access grade level complex texts and meet college and careers expectations. Practice with complex text builds academic vocabulary and skill with complex sentence structures.

The complexity level is determined by both quantitative and qualitative measures. The details of text complexity are well described in Appendix A of the Standards. Since the Standards were developed, new tools have been created to help determine qualitative text complexity. Those materials are available on www.achievethecore.org.



Common Core State Standards for Mathematics: Key Shifts

The Common Core State Standards for Mathematics include both standards for content and standards for mathematical practice. These practice standards are about the "habits of mind" in mathematics. The language in the Standards often gives a direct indication of the connection to the practices.

As with the ELA, the New York State P-12 CCLS for Mathematics contains six shifts in teaching and learning whereas the Career Readiness Standards for Mathematics contains three. The shifts in Mathematics center on the knowledge and skills students must master to be adept at understanding and applying mathematical ideas. The next three slides will show how the CCR and CCLS are aligned.

Shifts in Mathematics

NYS P-12 Common Core Learning Standards (CCLS) - 6 Shifts

NGA and CGCS Common Core State Standards (CCSS) - 3 Shifts

Shift 1:

Focus: Teachers use the power of the eraser and significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards so that students reach strong foundational knowledge and deep conceptual understanding and are able to transfer mathematical skills and understanding across concepts and grades.

Shift 1:

Focus strongly where the Standards focus

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The first College and Career Readiness shift in Mathematics, Focus, is aligned to the first New York State P-12 CCLS in math. Focus, requires that students spend more time thinking and working on fewer concepts; that at each level they secure the mathematical foundations, conceptual understanding, procedural skill and fluency necessary to apply the math they have learned to solve all kinds of problems.

Shifts in Mathematics

NYS P-12 Common Core Learning Standards (CCLS) – 6 Shifts

NGA and CCSS Common Core State Standards (CCSS) – 3 Shifts

Shift 2:

Coherence: Principals and teachers carefully connect the learning within and across grades so that, for example, fractions or multiplication spiral across grade levels and students can build new understanding onto foundations built in previous years. Teachers can begin to count on deep conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning.

Shift 2:

Coherence: Think across grades, and link to major topics within grades

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The next alignment is the second shift in both the New York State P-12 CCLS and the CCR standards, Coherence. This shift requires that students build new understanding based on previous foundations. Coherence delineates that math does not consist of a list of isolated topics. There are two elements of coherence: the coherence across grades, and the coherence that links topics to the major work of the grade.

Shifts in Mathematics

NYS P-12 Common Core Learning Standards (CCLS) – 6 Shifts

Shift 3: Fluency: Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions (found in the attached list of fluencies) such as multiplication tables so that they are more able to understand and manipulate more complex concepts.

Shift 4: Deep Understanding: Teachers teach more than "how to get the answer" and instead support students' ability to access concepts from a number of perspectives so that students are able to see math as more than a set of mnemonics or discrete procedures. Students demonstrate deep conceptual understanding of core math concepts by applying them to new situations as well as writing and speaking about their understanding.

Shift 5: Application: Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so. Teachers provide opportunities at all grade levels for students to apply math concepts in "real world" situations. Teachers in content areas outside of math, particularly science, ensure that students are using math – at all grade levels – to make meaning of and access content.

Shift 6: Dual Intensity: Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity. Teachers create opportunities for students to participate in "drills" and make use of those skills through extended application of math concepts. The amount of time and energy spent practicing and understanding learning environments is driven by the specific mathematical concept and therefore, varies throughout the given school year.

NGA and CGCS Common Core State Standards (CCSS) – 3 Shifts

Shift 3:

Rigor: Require fluency, application, and deep understanding

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Finally, the third CCR shift, Rigor, is aligned to the New York State P-12 Math CCLS 3 (Fluency), 4 (Deep Understanding), 5 (Application), and 6 (Dual Intensity). Rigor is about the depth of what is expected in the standards, and also about what one should expect to see happening in the classroom, in curricular materials, and in instruction.

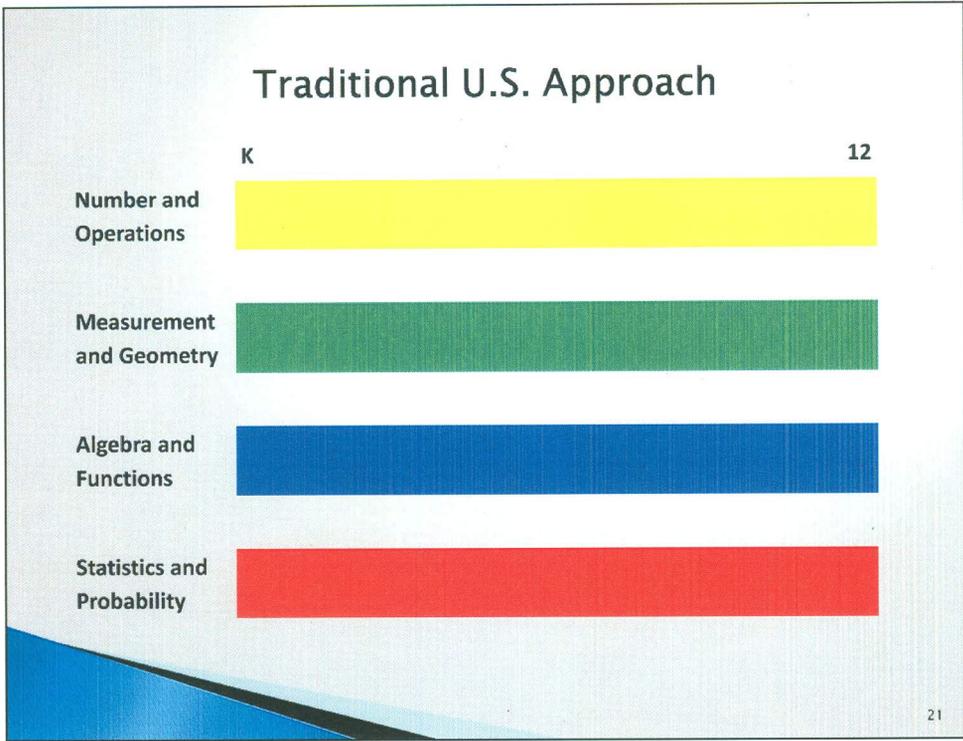
3. Fluency allows students to get to application much faster and get to deeper understanding.
4. Deep Understanding deals with the idea that students are able to apply their understanding and procedural skills in mathematics to problem solving situations and that they can show, through numerous ways understanding of different material and concepts.
5. Application demands that all students engage in real world application of math concepts, i.e. apply math including areas where its not directly required such as in science.
6. Dual Intensity speaks to the practice and student ability to practice math skills with an intensity that results in fluency and to Practice math concepts with an intensity that forces application in novel situations.

Mathematics: 3 Shifts

1. Focus

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The first mathematical shift is Focus. This instructional shift requires that teachers concentrate on the work of each level, or where the standards focus. This shift centers on the concepts, foundational knowledge, and depth that are prioritized in the Standards. It significantly narrows the scope of content and deepens how time and energy are spent in the math classroom. Teachers are to focus deeply on what is emphasized in the standards, so that students gain strong foundations and deep understandings of core math concepts. The next slide shows the traditional shopping cart approach to instruction that has not allowed for a deep focus on particular concepts.



This slide represents how U.S. standards used to be arranged, giving equal importance to all four strands, like “shopping aisles.”

Each grade goes up and down the aisles, tossing topics into the cart, losing focus. Typically, as much as 25% of the instructional year is spent reviewing and re-teaching the previous grade level expectations. Each grade, K-12, draws from the same four aisles. However, the focus of any one topic was never deep enough.

Mathematics: 3 Shifts

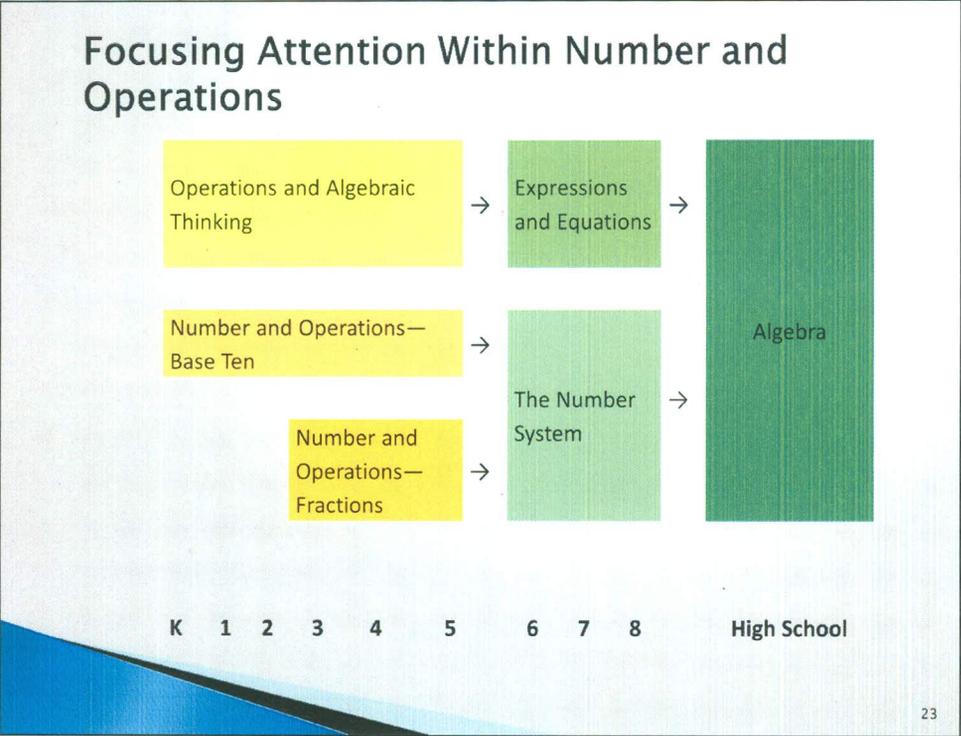
2. Coherence

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Coherence means to think across grades, and link to major topics within grades. The second shift, Coherence, centers on the idea that math does not consist of a list of isolated topics. It requires that we take advantage of the first shift, Focus, to actually pay attention to sense making in math. There are two elements of coherence: the coherence across grades and the coherence that links topics to the major work of the grade.

The phrase “apply and extend previous understanding of...” appears throughout the math standards - a clear indication of the expectation of coherence. One must make sense of the math by building on what one has learned.

Coherence makes connections and provides opportunities for students to transfer knowledge and skills within and across domains and learning progressions.



In contrast to the previous diagram of four parallel, disconnected strands, this representation of the Common Core shows how strands coherently develop into more advanced concepts.

Mathematics: 3 Shifts

3. Rigor

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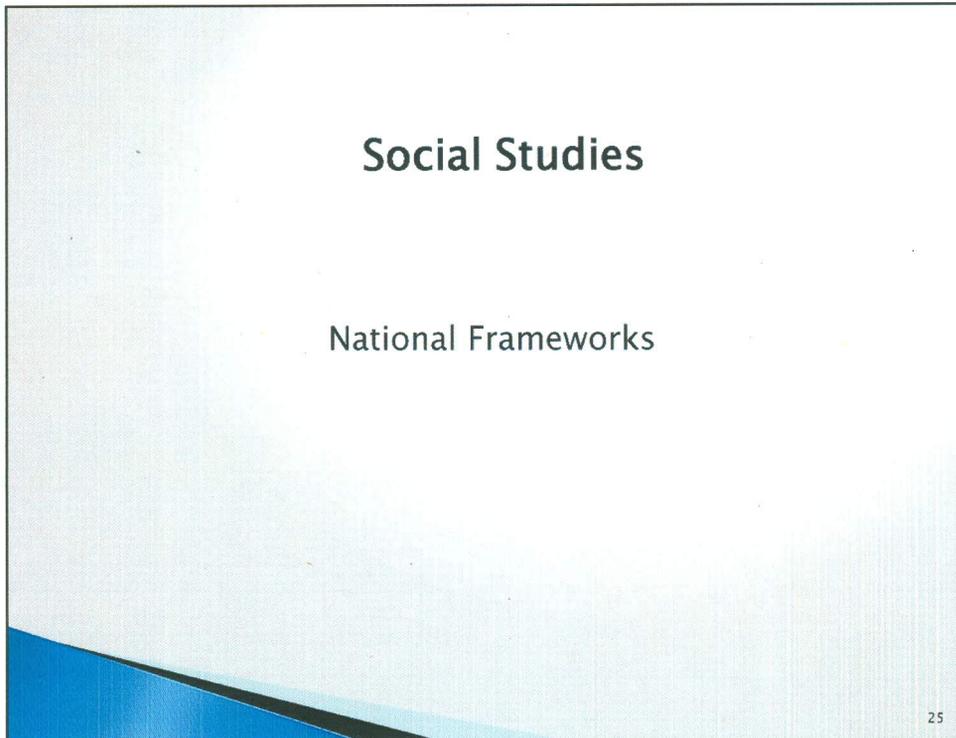
Rigor is pursuing conceptual understanding, procedural skill and fluency, and application with equal intensity. The first two shifts in mathematics address the structure of the Standards. The third shift of rigor is related to the outcome. What can be achieved as a result of Focus and Coherence?

In the Standards, rigor does not mean simply that math is getting harder. Rather, it indicates a degree of validity or believability in math proficiency. There are three elements of rigor within the Standards: conceptual understanding, procedural skill and fluency, and application.

Conceptual understanding requires that students understand math, not simply how to get the answers. In order to build on their knowledge and skills, they need more than tricks. Again, with focus, there is time to attend to building understanding.

To develop procedural skill and fluency, students need speed and accuracy. The typical example is knowing multiplication facts within 100 in third grade. Although fluency in the particular Standards cited here means “fast and accurate,” some of the fluency expectations are meant to be mental, and others may need pencil and paper. It is important to note that having simply that fluency without an understanding of the concept of multiplication is not sufficient.

Students should be able to apply their understanding and procedural skills in mathematics to problem-solving situations.



The previous slides in this presentation centered on the CCSS for Math and English Language Arts and their corresponding Shifts.

We will now take a look at Social Studies and Science.

The CTB Social Studies Standards are based on national frameworks in the areas of U.S. history, world history, civics and government, and economics.

The Social Studies Standards measured in the TASC™ test are based on national frameworks for U.S. history, world history, civics and government, and economics. However, the TASC™ test is still informed by the Common Core College and Career Readiness Anchor Standards and the Standards for Literacy in History/Social Studies.

Common Core Learning Standards for Social Studies

Standard 1: History of the United States and New York State

Standard 2: World History

Standard 3: Geography

Standard 4: Economics

Standard 5: Civics, Citizenship, and Government

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The five learning standards, adopted by the Board of Regents in 1996, continue to provide the overall foundation for the New York State Social Studies framework. These standards are included in the domains assessed by the TASC™ test.

Students should:

- develop a conceptual understanding through inquiry into case studies, utilizing a variety of source material to uncover relationships and patterns across the social sciences;
- be instructed through the use of a cohesive set of themes, key ideas, concepts, and illustrative content; and
- be assessed on their understanding of key ideas and conceptual understandings, as well as their content knowledge as it relates to key ideas and concepts.

Common Core Learning Standards for Literacy and Writing in History and Social Studies

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text; analyze their development; and summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Reading

College and Career Readiness Anchor Standards for Writing

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This slide presents the CCLS for Literacy and Writing in History and Social Studies. Please take a few minutes to scan the slide.

The Common Core Literacy Skills and Social Studies Practices include skills and habits of mind that should be developed, and are aligned to college and career readiness.

Next Generation Science Standards

Disciplinary core ideas (content)

Scientific and engineering practices

Cross-cutting concepts

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The TASC™ test uses the Next Generation Science Standards (NGSS) as the foundation of the Science Subtest. The NGSS were created through a collaborative, State-led process to address science and engineering practices, concepts that cross multiple disciplines, and disciplinary core ideas. Twenty-six Lead Partner States, including New York State, provided leadership to the standards-writing teams.

The NGSS are based on the Framework for K-12 Science Education, which was developed by the National Research Council, an arm of the National Academy of Sciences. The vision laid out in the Framework identifies what students need to know and be able to do; this includes being scientifically literate and effective members of the U.S. workforce.

Next Generation Science Standards

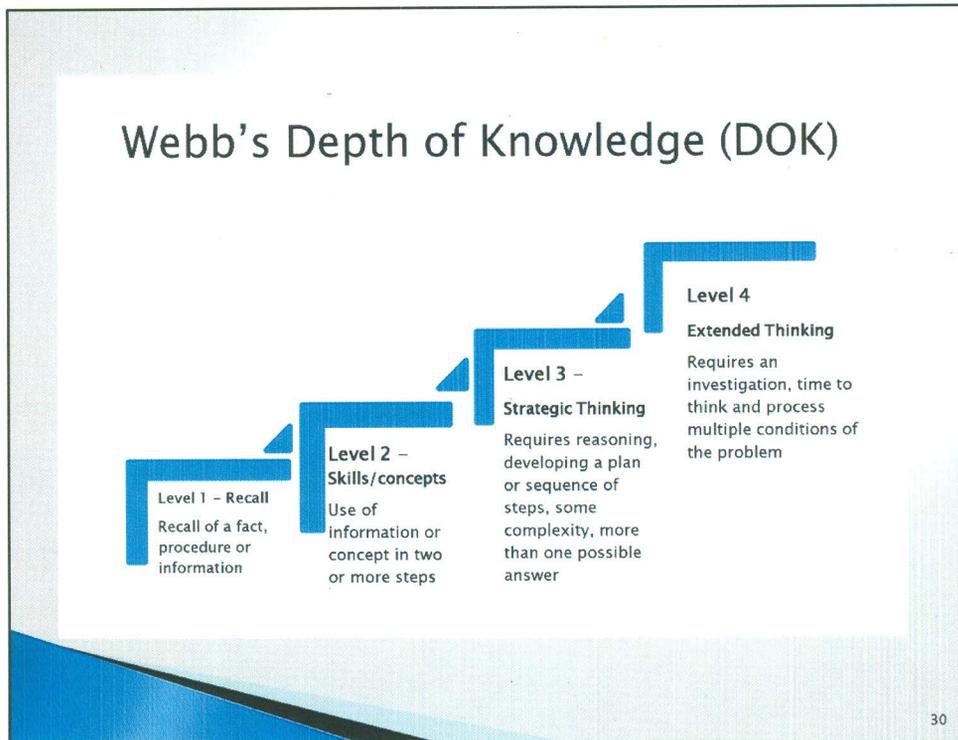
Conceptual Shifts

- Interconnected nature of science
- Student performance expectations
- Science concepts build
- Deeper understanding of content and its application
- Integrated Science and Engineering
- Aligned

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The NGSS Conceptual Shifts are as follows:

- K-12 Science Education should reflect the interconnected nature of science as it is practiced and experienced in the real world.
- NGSS sets student performance expectations – not curriculum.
- The science concepts build coherently from K-12.
- The focus is on deeper understanding of content and the application of content.
- Science and Engineering are integrated in the NGSS from K–12.
- The NGSS and Common Core State Standards are aligned.



The TASC™ test uses Webb's DOK to measure the cognitive complexity of the question, a means to assess the depth and breadth of the Standards.

As previously mentioned, Depth of Knowledge (DOK) is an assessment tool that gauges the question level in terms of eliciting an examinee's response.

There are four DOK levels:

Level 1: Assess examinees' recall of specific facts and definitions.

Level 2: Assess examinees' ability to apply skills and concepts and use information in a two-or-more step process.

Level 3: Assess examinees' ability to use complex and abstract thinking and connect ideas.

Level 4: Assess examinees' ability to use higher-order thinking to process multiple conditions of a problem and their ability to take material and information from one content area and apply it to another.

Get Started

- ▶ Common Core State Standards for ELA and Literacy and Appendices
- ▶ Common Core State Standards for Mathematics
- ▶ NGSS
- ▶ Webb's DOK
- ▶ Tri-State Quality Review Rubric for ELA Lessons and Units

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As teachers, it is critical to know the major implications of the CCSS. Without an understanding of the big picture, every decision and action made to support the CCSS implementation will be at risk.

There are always improvements and adjustments we can and should make to help examinees build the knowledge and skills that they need to succeed.

Get to know and use the Standards.

Become familiar with Webb's DOK to better understand Webb's levels of questions complexity.

Use the Tri-State Quality Review Rubric as a guide in lesson plan development. The Tri-State is a collaboration of educational leaders from Massachusetts, New York, and Rhode Island who developed rubrics and review processes to evaluate the quality of lessons and units intended to address the Common Core for Mathematics and ELA/Literacy. A sample of the rubric is provided on the next slide.

Tri-State Quality Review Rubric for ELA Lessons and Units

I. Alignment to the Rigors of the CCSS	II. Key Areas of Focus in the CCSS	III. Instructional Supports	IV. Assessment
<p>The lesson/unit aligns with the letter and spirit of the CCSS:</p> <ul style="list-style-type: none"> □ Focuses teaching and learning on a targeted set of grade-level CCSS ELA Literacy standards. □ Makes reading text(s) closely a central focus of instruction and includes sequences of text-dependent questions that cause students to examine textual evidence and discern deep meaning. □ Includes a clear and explicit purpose for instruction and selects text(s) that are of sufficient quality and scope for the stated purpose. □ Focuses on quality text selections that measure within the grade-level text complexity band, (i.e., present vocabulary, syntax, text structures, levels of meaning, purpose, and other qualitative characteristics that are similar to CCSS grade-level exemplars (Appendices A & B)) <p>In addition, for units:</p> <ul style="list-style-type: none"> □ Integrates reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. □ (Grades 3-5) Builds students' content knowledge and their understanding of the reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts. (Disciplinary rubrics for grades 6-12 under development) <p>Rating: 3 2 1 0</p>	<p>The lesson/unit addresses key areas of focus in the CCSS:</p> <ul style="list-style-type: none"> □ Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing through specific, thought-provoking questions about common texts (including, when applicable, illustrations, charts, diagrams, audio, video, and media). □ Writing from Sources: Routinely expects that students draw evidence from texts to inform, explain, or make an argument in various written forms (notes, summaries, short responses, or formal essays). □ Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction. <p>In addition, for units:</p> <ul style="list-style-type: none"> □ Increasing Text Complexity: Focuses students on reading a progression of complex texts drawn from the grade-level band. Provides text-centered learning that is sequenced, scaffolded, and supported to advance students toward independent reading of complex texts at the CCR level. □ Balance of Texts: Includes a balance of informational and literary texts as stipulated in the CCSS (p.5) and indicated by instructional time. □ Building Disciplinary Knowledge: Provides opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts. □ Balance of Writing: Includes a balance of on-demand and process writing (e.g., multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate. <p>Rating: 3 2 1 0</p>	<p>The lesson/unit is responsive to varied student learning needs:</p> <ul style="list-style-type: none"> □ Cultivates student interest and engagement in reading, writing, and speaking about texts. □ Provides all students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text. □ Focuses on sections of text(s) presenting the greatest challenge through discussion questions and other supports that promote deep thinking. □ Integrates appropriate supports for students who are ELL, have disabilities, or read well below the grade-level text band. □ Provides extensions and/or more advanced text for students who read well above the grade level text band. <p>In addition, for units:</p> <ul style="list-style-type: none"> □ Includes a progression of learning where concepts and skills advance and deepen over time. □ Gradually removes supports, requiring students to demonstrate their independent capacities. □ Provides for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection. □ Integrates targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules, and all aspects of foundational reading for grades 3-5. □ Includes independent reading based on student choice and interest to build stamina, confidence, and motivation; indicates how students are accountable for that reading. □ Uses technology and media to deepen learning and draw attention to evidence and texts as appropriate. <p>Rating: 3 2 1 0</p>	<p>The lesson/unit regularly assesses whether students are mastering standards-based content:</p> <ul style="list-style-type: none"> □ Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level CCSS standards with appropriately complex text(s). □ Assesses student proficiency using methods that are unbiased and accessible to all students. □ Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance. <p>In addition, for units:</p> <ul style="list-style-type: none"> □ Uses varied modes of assessment, including a range of pre, formative, summative, and self-assessment measures. <p>Rating: 3 2 1 0</p>

The Tri-State Quality Review Rubric and Process is designed to serve a variety of purposes, including as a guide for educators in teaching to the Common Core through the improvement of instructional materials so that teaching and learning are aligned with the CCSS.

The Tri-State Quality Review Rubric is designed to evaluate:

- Lessons that include instructional activities and assessments aligned to the CCSS that may extend over a few class periods or days; and
- Units that include integrated and focused lessons aligned to the CCSS that extend over a longer period of time.

EngageNY Sources

- ELA <http://www.engageny.org/resource/grade-9-english-language-arts>
- Social Studies <http://www.engageny.org/resource/attachments/ss-framework-k-12-intro.pdf>
- Mathematics <http://www.engageny.org/resource/grade-9-12-mathematics-curriculum-map>

Core Curriculum:

<http://www.achievethecore.org/dashboard/300/search/1/1/9/10/11/12>

- how to design curriculum aligned to CC:

http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_praftatory_materials.pdf

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There is a strong correlation between improved instruction and raised student achievement. In planning instruction, consideration must be given to time, process, production, and learner outcomes.

Through EngageNY.org, the State provides tools and resources to ensure that teachers, principals, network teams, and administrators are supported in their implementation of the Common Core.

Through the NYSED's ACCES web site, we will be providing support to the adult education network to make this process less daunting as we move to align adult education with the Common Core.

Please use the NYSED's ACCES web site and EngageNY as resources as you develop your skills and practice in this area.

Resources

Common Core State Standards Initiative: <http://www.corestandards.org/>

Tri-state rubric alignment to CC and shifts:

http://www.engageny.org/sites/default/files/resource_attachments/tri-state-ela-rubric.pdf

Shifts: http://www.engageny.org/sites/default/files/resource_attachments/common-core-shifts.pdf

Webb's DOK

• http://dese.mo.gov/divimprove/sia/msip_DOK_Chart.pdf

• http://www.ramonausd.net/cms/lib07/CA01000789/Centricity/Domain/25/DOK_Question_Stems.pdf

TASC™ Web Site: <http://www.TASC™test.com>

Next Generation Science Standards:

<http://www.nextgenscience.org/next-generation-sciencestandards>

Indiana's Adult Education Professional Website:

<http://www.amplifyae.org/high-school-equivalency-assessment>

Teaching Channel: <http://teachingchannel.org>

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There are many free and available resources, including those on this slide.

Publishers have also made available preparation materials for the TASC™ test. Explore the materials to determine what may work best to broaden and deepen content knowledge needed for test preparation and college and career readiness.