**Who’s Who In Next Generation Standards, Instruction and Assessment**

**Supporting the CCSS ELA & Math**

**CCSSO**: The Council of Chief State School Officers is a nonpartisan, nationwide, nonprofit organization of public officials who head state ed. departments. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The CSSO has been involved in the CCSS; and Next Gen. Social Studies, Science and CTE standards. CCSSO has been instrumental in creating resources for new standards. An example is EdSteps, an educator-led effort to collect, review and publish student work demonstrating continuums of student performance on college and career ready [skills](http://edsteps.org/CCSSO/ManageContent.aspx?system_name=9hJAn0zl6idZzkX3OW7+er4n/6U53s/cmhZaCURIp+Y=&selected_system_name=DRkDdjiObdU=). MISIC was a contributor to the writing samples at EdSteps. Go to[**http://www.edsteps.org/CCSSO/Home.aspx**](http://www.edsteps.org/CCSSO/Home.aspx)

**Hunt Institute:** CCSSO and the non-profit James B. Hunt Institute for Educational Leadership and Policy at the University of North Carolina commissioned a series of videos that explain the CCSS in great depth. Several of the key authors of the CCSS were asked to talk about the ELA and Math standards.Go to **http://www.ccsso.org/resources/digital\_resources/common\_core\_implementation\_video\_series.html**

**Education First** is a non-profit, bipartisan national organization of governors, educators, and policy organizations advising on educational policy in the areas of STEM, college and career readiness, college completion, and teacher and leader effectiveness.

**U.S. Education Delivery Institute** (EDI) is an innovative nonprofit organization that focuses on implementing large-scale system change in public education. Its mission is to partner with K–12 and higher education systems with ambitious reform agendas and invest in their leaders’ capacity to deliver results. By employing a proven approach known as delivery, EDI helps state leaders maintain the necessary focus to plan and drive reform. In collaboration with Achieve and Education First a framework for implementation of the CCSS can be found at **http://www.parcconline.org/CommonCoreImplementationWorkbook**

**Student Achievement Partners** is a nonprofit founded by 3 of the contributing authors to the Common Core that develops tools for effective standards implementation. Go to **http://www.achievethecore.org/**

**P21** is a national organization **(http://www.p21.org/overview** ) founded in ‘02 that advocates for 21st century readiness for every student**.** The P21 Common Core Toolkit is a resource guide which demonstrates how the P21 Framework for 21st Century Learning & CCSS align and support each other. The toolkit shows what aligning P21 skills and CCSS looks like through examples & sample lessons and identifies useful resources for education leaders currently working on CCSS implementation. Free downloads at: [**http://www.p21.org/index.php?option=com\_content&view=article&id=1005&Itemid=236**](http://www.p21.org/index.php?option=com_content&view=article&id=1005&Itemid=236)

**Achieve** [**http://www.achieve.org/**](http://www.achieve.org/)is a bipartisan, non-profit organization devoted to improving the rigor and clarity of the process of standard-setting and testing. They developed an open source rubric for evaluating on-line resource and instructional materials to teach the CCSS. Follow #commoncore, #ccss and #ccchat on Twitter for regularly shared articles, resources, and tools on the Common Core State Standards. Go to [**http://www.achieve.org/oer-rubrics**](http://www.achieve.org/oer-rubrics) for the open source rubrics.

The **Tri-State Collaborative** (composed of educational leaders from Massachusetts, New York, and Rhode Island and facilitated by Achieve) has developed criterion-based rubrics and review processes to evaluate the quality of lessons and units intended to address the Common Core State Standards for Mathematics and ELA/Literacy. Go to [**http://www.achieve.org/EQuIP**](http://www.achieve.org/EQuIP)

**SAS® Curriculum Pathways®** Available to educators at no cost, SAS® Curriculum Pathways® provides interactive, standards-based resources in ELA, mathematics, science, social studies and Spanish for grades 6-12. All materials are linked to the CCSS. Schools can adapt the content to match their technological capabilities. Go to **[www.sas.com/engage](http://www.sas.com/engage)**

**National Research Council (NRC)** just released, [*Educating for Life and Work*](http://www.nap.edu/catalog.php?record_id=13398): Developing Transferable Knowledge and Skills in the 21st Century. The report talks about how important deeper learning is to global competition. The private, non-profit institution provides expert advice on the pressing national issues. They have been involved with the New Generation Science Standards.

**Tulare County Schools**: Tulare County Schools is recognized by the California DE for their exemplary implementation of the CCSS. Tulare is a recent collaborator with MISIC in developing future CCSS resources. Tulare is a county of about 500,000 in central California. Go to: [**http://commoncore.tcoe.org/Home/Home**](http://commoncore.tcoe.org/Home/Home)

**National Geographic Society** and **Iowa Geographical Alliance of Iowa** at University of Northern Iowa**:** The Society has developed for release examples for the ELA CCSS for History/SS that model geog. examples for geography courses. The work will become public around Christmas 2012. The GAI at UNI is a partner with MISIC in developing model Geography lessons teaching the CCSS ELA standards.

**National Governor’s Association Center for Best Practices** (NGA): the nations' Governors identify priority issues and deal collectively with issues of public policy and governance. The NGA and CCSSO coordinated the original CCSS development work.

**West Ed**: West Ed is one of the federal regional education labs. West Ed holds the Smarter Balance advisor role and runs the Doing What Works website.

**ACT**: American College Testing was one of the major players in the development of the CCSS. ACT was a major contributor to Smarter Balanced until they decided in 2012 to develop their own tests to measure the CCSS.

**Kansas NCTM**: Melissa Hancock, Kansas State U. math consultant, unpacked the CCSS math standards and is collaborating with MISIC in sharing that work in MISIC districts. Go to **http://katm.org/wp/common-core/**

**Assessing the CCSS ELA and Math**

**General Assessment Consortia** Two state-led consortia – the Smarter Balanced Assessment Consortium (Smarter Balanced) and the Partnership for the Assessment of Readiness for College and Careers (PARCC) – are currently developing the assessments that will test students on the new standards beginning in the 2014-2015 school year. You can sign up for updates on their work through their web sites: Partnership for Assessment of Readiness for College and Careers (PARCC) Smarter Balanced Assessment Consortium (Smarter Balanced). Each consortium has released model content frameworks in ELA and Math and posted them on their respective websites. Iowa is a governing member of the Smarter Balance Assessment Consortium. Go to

[**http://www.smarterbalanced.org/**](http://www.smarterbalanced.org/)and **http://www.parcconline.org/**

View sample test items by grades 3-5, 6-8, and high school or content focus at [**http://www.smarterbalanced.org/smarter-balanced-assessments/**](http://www.smarterbalanced.org/smarter-balanced-assessments/) . They showcase the variety of item types that will be included in the Smarter Balanced system.

It is important to note that these samples represent only a small fraction of the more than 10,000 items and tasks currently in development to support the pilot test in early 2013, including items written by Iowa educators. In addition, the samples are displayed using a simulated test platform that does not include accessibility tools and accommodation options that will be available when the assessments are administered to students – such as Braille, translation options, highlighter tools, and the ability to change font size or magnify portions of items.

In the coming months, additional items and performance tasks will be made available. The sample assessment items and performance tasks can be viewed at:

**http://www.smarterbalanced.org/sample-items-and-performance-tasks/**

**Defining Career/College Readiness**

**Career Readiness Partner Council**: Policymakers are embracing “college/career readiness”, but what does it mean? Much of the policy debate focuses on college entrance and completion as a solution. However, college readiness is only part of the answer. What is needed is a more comprehensive strategy that bridges the gap between education and workforce preparation. The Council has united leaders from national education and workforce organizations with the goal of bringing clarity and focus to what it means to be career ready. In October 2012, the Council released a statement to articulate a clear, unified and focused vision for what it means to be career ready. The CCSSO and SBAC have endorsed this definition. Go to: [**http://careerreadynow.org/docs/CRPC\_4pagerB.pdf**](http://careerreadynow.org/docs/CRPC_4pagerB.pdf)

**Educational Policy Improvement Center’s Definition of College and Career Readiness:** Dr. David Conley, founder of EPIC, has developed a definition of college/career readiness. Additional presentations and resources about college and career readiness are available at **http://www.epiconline.org/**

**PARCC**: Final Policy on PARCC College-Ready Determination in ELA/Literacy & Math to be used with their tests is at **http://www.parcconline.org/parcc-charts-pathway-college-and-career-readiness**

**SBAC**: 11/25/12 draft of College-Ready determination in ELA & Math to be used with their tests is at **http://www.smarterbalanced.org/achievement-level-descriptors-and-college-readiness/**

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**Who’s Who In Next Generation Standards, Instruction and Assessment**

**Supporting Next Generation Social Studies Standards**

13 states (including Iowa) & 15 professional organizations representing civics, economics, geography, and history have worked collaboratively over the last 3 years to produce *College Career, and Civic Life (C3): Framework for State Standards in Social Studies*. To see the final framework go to <http://www.socialstudies.org/c3>

**Connecting CCSS and K-3**

Iowa is in an eight state consortium developing K-3 formative assessments through a $6.1 million federal grant. North Carolina is the lead state in the consortium. The grant was awarded September 2013.

**Supporting Science Standards**

**Next Generation Science Standards:**Through a collaborative, state-led process managed by Achieve, new K–12 science standards were developed rich in content and practice, arranged in a coherent manner across disciplines and grades to provide all students an internationally benchmarked science education. The NGSS is based on the 2011 *Framework for K–12 Science Education* developed by the National Research Council. To download the Framework go to: [**http://www7.nationalacademies.org/bose/Standards\_Framework\_Homepage.html**](http://www7.nationalacademies.org/bose/Standards_Framework_Homepage.html)For the actual NGSS go to **http://www.nextgenscience.org/**

Iowa is a Lead Partner State in the Next Gen. Science standards, along with other stakeholders in science, science education, higher education, and business and industry from across the nation. Iowa is currently in the process of deciding if they will adopt the NGSS. As of October 20, 2013 eight states have adopted the NGSS

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**Connecting CCSS & World Languages**

The **American Council on the Teaching of Foreign Languages** (ACTFL) has developed a cross-walk between the ELA and ACTFL standards. Go to **http://www.actfl.org/sites/default/files/pdfs/Aligning\_CCSS\_Language\_Standards\_v6.pdf**

**Connecting CCSS & Libraries**

The **American Association of School Librarians** (AASSL) has developed a crosswalk of their national standards and the CCSS in ELA and math. In addition they have model lessons for supporting the CCSS in school libraries. Go to [**http://www.ala.org/aasl/guidelinesandstandards/commoncorecrosswalk**](http://www.ala.org/aasl/guidelinesandstandards/commoncorecrosswalk)

**Connecting CCSS and Science & ELL**

The **English Language Proficiency Assessment for the 21st Century Consortium** (ELPA21), led by Oregon in partnership with twelve states (including Iowa), Stanford University, and CCSSO, has formed to develop an English Language Proficiency Assessment (open source assessment) that is aligned to the CCSS. ELPA21’s assessment design is intended to ensure the valid, reliable, and fair assessment of the critical elements associated with English language acquisition and mastery of the linguistic skills linked to success in mainstream classroom environments.

**Understanding Language Project at Stanford University** aims to heighten educator awareness of the critical role that language plays in CCSS & Next Generation Science Standards. The goal of the initiative is to increase recognition that learning the language of each discipline is essential to learning content. Go to [**http://ell.stanford.edu/**](http://ell.stanford.edu/)and[**http://www.ccsso.org/Documents/2012/ELPD%20Framework%20Booklet-Final%20for%20web.pdf**](http://www.ccsso.org/Documents/2012/ELPD%20Framework%20Booklet-Final%20for%20web.pdf)

**Connecting CCSS & Parents**

[**Parent Teacher Association**](http://www.pta.org/Index.asp)(PTA) is the largest volunteer child advocacy association in the nation. PTA has developed guides for helping parents to understand the learning expectations at each CCSS grade level. The [Parents' Guide to Student Success](http://www.pta.org/4446.htm) in ELA and math are provided in both English and Spanish. Go to [**http://www.pta.org/4446.htm**](http://www.pta.org/4446.htm)

The **Council of Great City Schools,** an organization of the nation’s largest urban school systems,has developed parent roadmaps for understanding the ELA and math CCSS in K-8. For each grade and subject, the roadmaps explain to parents what children will be learning and how parents can support learning outside of the classroom. Go to [**http://www.cgcs.org/domain/36**](http://www.cgcs.org/domain/36)

**EngageNY,** a New York DE website,has created Shifts for Student s and Parents that provides steps parents can take to improve their child’s learning of the CCSS. Go to: [**http://engageny.org/resource/shifts-for-students-and-parents/**](http://engageny.org/resource/shifts-for-students-and-parents/)

**Connecting CCSS & Career/Technical Education (CTE)**

**Achieve** [**http://www.achieve.org/**](http://www.achieve.org/)is a bipartisan, non-profit organization devoted to improving the rigor and clarity of the process of standard-setting and testing. They provide standard-setting and benchmarking services.In May 2012, Achieve released a brief, Strategies for CTE to Implement the CCSS, which outlines a set of 8strategies leaders can leverage to ensure the implementation of CCSS engages, informs, and benefits the CTE community. Go to:

[**http://www.achieve.org/files/CCSS-CTE-BridgingtheDivide.pdf**](http://www.achieve.org/files/CCSS-CTE-BridgingtheDivide.pdf)

**NASDCTEc**: The National Association of State Directors of Career Technical Education Consortium was established in 1920 to represent the state heads of secondary, postsecondary and adult CTE. NASDCTEc, through leadership, advocacy and partnerships, aims to support an innovative CTE system that prepares individuals to succeed in education and their careers.

CTE Standards: Based upon CCSS synergy, NASDCTEc developed the Common Career Technical Core (CCTC). The June ‘12 standards were informed by state and industry standards. [42 states](http://www.careertech.org/career-technical-education/cctc/statesupport.html) and 3,500 individuals representing K-12, business and industry, and higher education participated in the development stage of the CCTC in 2011-12. The CCTC includes a set of standards for each of the 16 Career Clusters™ and their corresponding Career Pathways that define what students should know and be able to do after completing instruction in a program of study. The CCTC also includes an overarching set of [Career Ready Practices](https://careertechorg.presencehost.net/file_download/6243e9e2-9e2f-4263-8238-41506e2fe7f1.pdf) that apply to all programs of study. The Career Ready Practices include 12 statements that address the knowledge, skills and dispositions that are important to becoming career ready. These standards have been adopted by MISIC. Go to **http://www.careertech.org/career-technical-education/cctc/info.html**

Instructional Tasks: Achieve and NASDCTEc, jointly piloted a process where educators evaluated, modified, and/or developed instructional tasks that demonstrate how CTE content can be leveraged throughout HS mathematics. The tasks were developed by HS and postsecondary mathematics and CTE educators, and validated by CCSS math experts and the National Career Clusters Knowledge & Skills Statements. They were developed with the purpose of demonstrating how the Common Core and CTE Knowledge & Skills Statements can be integrated into classroom learning – and to provide classroom teachers with a truly authentic task for either mathematics or CTE courses. Go to

[**http://www.achieve.org/ccss-cte-classroom-tasks**](http://www.achieve.org/ccss-cte-classroom-tasks)

**Connecting CCSS & Identified Students**

Two alternate assessment consortia received federal fundingto design assessment systems aligned to the CCSS for students with the most significant cognitive disabilities-Dynamic Learning Maps (DLM) and the National Center and State Collaborative (NCSC) Partnership. These alternate assessments are expected to fit cohesively within the systems under development by the PARCC and Smarter Balanced. Both DLM and NCSC are to be ready for use in 2014-15. Iowa is a member state of DLM.

**DLM Assessment System and Modules**: The purpose of the DLM system is to significantly improve the academic outcomes of students with the most significant cognitive disabilities, thereby improving their preparedness for postsecondary options and the world of work. The assessment system will be designed to provide useful, timely diagnostic information and strong instructional support to teachers through a highly customizable system of instructionally embedded and end-of-year assessments. In addition, professional development resources will be developed by DLM to provide IEP teams with clear, consistent guidelines for the identification of students for the alternate assessment and to train teachers in the use of the assessment system. Go to [**http://www.dynamiclearningmaps.org/**](http://www.dynamiclearningmaps.org/)

**NCSC Assessment System**: NCSC is developing a system that addresses the curriculum, instruction, and assessment needs of students with the most significant cognitive disabilities by 1) producing technically defensible summative assessments; 2) incorporating evidence-based instruction and curriculum models; and 3) developing comprehensive approaches to professional development delivered through state-level communities of practice.

These resources will support educators and IEP teams as they design and implement appropriate instruction that addresses content and skill expectations aligned to the CCSS, as well as help prepare students with the most significant cognitive disabilities for postsecondary life. When complete, the assessment system and accompanying resources will be made available to all states, regardless of their participation in the original grant. Go to: [**http://www.cehd.umn.edu/nceo/projects/NCSC/NCSC.html**](http://www.cehd.umn.edu/nceo/projects/NCSC/NCSC.html)