

# The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

<b>Title:</b>	Common Core Standards and Implications for Assessment Policy	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input checked="" type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input checked="" type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	In anticipation of the introduction of 11 <sup>th</sup> grade, college and career ready SMARTER Balanced Summative Assessments (SBAC) in 2014-15, the state will need to examine all high school assessments and determine their relationship to graduation requirements.	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>In preparation for implementation of Common Core State Standards (CCSS) through the state's assessment system, Washington will need to consider several policy questions relative to graduation requirements. At a minimum, the State Board of Education (SBE) may elect to play a role in facilitating conversations about these issues in order to anticipate and be better informed about them. Following are some of the key questions that SBE could explore in greater detail in the coming months as the implications of the new standards and consortium commitments continue to develop:</p> <ol style="list-style-type: none"> <li>1. What role will 11<sup>th</sup> grade SBAC summative assessments play in state graduation requirements?</li> <li>2. If the SBAC summative tests become graduation requirements, does Washington need a different standard of proficiency for graduation than the cut score set for career and college readiness?</li> <li>3. Will the current state assessments in reading, writing, and mathematics continue to be administered along with the SBAC assessments, and will they continue to serve as graduation requirements? If so, what will the state need to do to align the current tests with the CCSS?</li> <li>4. What relationship will a career and college ready cut score on the 11<sup>th</sup> grade SBAC have to a student's ability to take college level, credit-bearing classes at a postsecondary institution?</li> </ol>	

## **COMMON CORE STATE STANDARDS AND IMPLICATIONS FOR ASSESSMENT POLICY**

### **Background**

With the 2011 adoption of the Common Core State Standards (CCSS) in mathematics and English Language Arts, the state completed the first phase of its implementation strategy,<sup>1</sup> The Office of Superintendent of Public Instruction (OSPI) has begun to build statewide capacity through phase two, development and alignment of resources and materials, while initiating phase three, teacher and leader professional development and classroom transition. The goal is for all English Language Arts and mathematics teachers to be prepared to teach to the new standards by September 2014.

The fourth phase, assessment of the CCSS, will begin in 2013-14 with a pilot of test items. Assessments aligned to the CCSS and administered in grades 3-8 and 11 should be ready for administration in 2014-15.

OSPI staff, Jessica Vavrus, will update the Board on the progress that the state has made on implementation since she last presented to the Board earlier this year.

The introduction of a new assessment system brings with it a series of interesting policy questions, particularly at the high school level. The high school summative test is intended to measure college and career readiness; cut scores will be set in August 2014 by the SMARTER Balanced Assessment Consortium (SBAC), which is a consortium of states to which Washington belongs. SBAC will also develop optional interim assessments that could be administered in grades 9 and 10 to provide feedback on student progress.

The goal of SBAC is to “ensure that all students leave high school prepared for post-secondary success in college or a career through increased student learning and improved teaching.”<sup>2</sup> In order to maintain membership in SBAC, Washington must agree to use SBAC’s tests as its federal accountability assessments. Whether to use proficiency on SBAC tests as a graduation requirement is left to the discretion of each consortium state.

### **Policy Consideration**

In preparation for Washington’s adoption of a new assessment system for CCSS, the state will need to consider several policy questions relative to graduation requirements. At a minimum, the State Board of Education (SBE) may elect to play an active role in facilitating conversations about these issues in order to anticipate and be better informed about them. This policy brief

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<sup>1</sup> <http://www.k12.wa.us/Corestandards/default.aspx#Timeline>

<sup>2</sup> <http://www.k12.wa.us/SMARTER/FAQ.aspx>

outlines some of the key questions that SBE could explore in greater detail as the implications of the new CCSS and SBAC commitments continue to develop.

**Current and Prospective State Assessment Requirements.** The following tables summarize Washington’s state summative student assessments and their relationship to graduation requirements.<sup>3</sup>

**Current Scenario for 2012-2015 Statewide Summative Assessments**

	Reading	Writing	Mathematics	Science
Grade 3	MSP		MSP	
Grade 4	MSP	MSP	MSP	
Grade 5	MSP		MSP	MSP
Grade 6	MSP		MSP	
Grade 7	MSP	MSP	MSP	
Grade 8	MSP		MSP	MSP
High School	HSPE	HSPE	HSPE or EOC (2012); EOC (1: 2013-14) EOC (2: 2015)	EOC (2015)

MSP= Measurements of Student Progress  
 HSPE=High School Proficiency Exams  
 EOC= End of Course

**Possible Alternate Scenario for 2015 Statewide Summative Assessments**

	English/Language Arts	Mathematics	Science
Grade 3	SBAC Test	SBAC Test	
Grade 4	SBAC Test	SBAC Test	
Grade 5	SBAC Test	SBAC Test	MSP
Grade 6	SBAC Test	SBAC Test	
Grade 7	SBAC Test	SBAC Test	
Grade 8	SBAC Test	SBAC Test	MSP
High School	HSPE	EOCs in Algebra and Geometry	EOC in biology
Grade 11	SBAC Test	SBAC Test	

and  
/or

SBAC Test=SMARTER Balanced Assessment Consortium

**State Assessment Requirements for Graduation 2012-2015**

	Reading HSPE	Writing HSPE	Math HSPE or EOC	Algebra EOC	Geometry EOC	Biology EOC
Class of 2012	x	x	x			
Class of 2013 and 2014	x	x		x Either Algebra or Geometry		
Class of 2015	x	x		x	x	x

<sup>3</sup> RCW 28A.655. Federal No Child Left Behind regulations require annual assessments in reading and math for students in grades 3-8 and high school. Students must also be tested annually in science in one elementary, middle and high school grade. <http://www.k12.wa.us/assessment/StateTesting/FAQ.aspx#2>

**Assessment Policy Questions.** The prospect of 11<sup>th</sup> grade SBAC Career and College Ready English Language Arts and Mathematics assessments in 2015 prompts the following questions:

1. What role will 11<sup>th</sup> grade SBAC summative assessments play in state graduation requirements?
2. If the SBAC summative tests become graduation requirements, does Washington need a different standard of proficiency for graduation than the cut score set for career and college readiness?
3. Will the current state assessments in reading, writing, and mathematics continue to be administered along with the SBAC assessments, and will they continue to serve as graduation requirements? If so, what will the state need to do to align the current tests with the CCSS?
4. What relationship will a career and college ready cut score on the 11<sup>th</sup> grade SBAC have to a student's ability to take college level, credit-bearing classes at a postsecondary institution?

The following table provides a brief synopsis of considerations related to each question.

Leading and Related Questions	Considerations
<p><b>1. What role will 11<sup>th</sup> grade SBAC summative assessments play in state graduation requirements?</b></p> <p>a. Does proficiency on 11<sup>th</sup> grade SBAC summative tests become an <u>additional</u> graduation requirement? Or,</p> <p>b. Does proficiency on 11<sup>th</sup> grade SBAC summative tests <u>replace</u> the state's current reading, writing and math assessment graduation requirements? Or,</p> <p>c. Does proficiency on 11<sup>th</sup> grade SBAC summative tests have <u>no role</u> in meeting state graduation requirements?</p>	<ul style="list-style-type: none"> <li>• <b>Opportunity to learn the standards assessed and to pursue retakes and alternatives:</b> If an 11<sup>th</sup> grade test is used for graduation, is there sufficient time prior to graduation for students to retest, or to complete state-approved alternatives? Students are likely to take HSPE and EOC assessments for the first time in 9<sup>th</sup> or 10<sup>th</sup> grades (or even prior to 9<sup>th</sup> grade), providing more time to participate in retakes and alternative assessments.</li> <li>• <b>Costs of maintaining current tests and adding SBAC:</b> If the current assessment structure is maintained, with the requisite costs of developing items, building tests, and scoring, any savings realized from the economy of scale attained through SBAC may be diluted.</li> <li>• <b>Assessment fatigue:</b> Expanding the assessment system places greater responsibility on students, schools, districts and the state.</li> </ul>
<p><b>2. If the SBAC summative tests become graduation requirements, does Washington need a different standard of proficiency for graduation than the cut score set for career and college readiness?</b></p>	<p>The SBAC consortium will set cut scores for college and career readiness, but the State Board of Education could potentially set a different cut score for graduation purposes. SBE would need to analyze the advantages and disadvantages of a differentiated cut score, and determine when (or whether) a proficiency standard for college and career readiness is synonymous with the standard for high school graduation.</p>

Leading and Related Questions	Considerations
<p><b>3. Will the current state assessments in reading, writing, and mathematics continue to be administered along with the SBAC assessments, and will they continue to serve as graduation requirements? If so, what will the state need to do to align the current tests with the CCSS?</b></p>	<p>Maintaining the current state assessments in addition to the SBAC assessments raises the issues of cost and assessment fatigue mentioned above. However, the move toward end-of-course assessments was a deliberate policy decision; moving back to summative assessments will require discussion about what the state stands to lose or gain. The question of which assessments will be used for graduation purposes is significant and relates to the questions raised above.</p> <p>If the current assessments are maintained, OSPI will need to align them with the CCSS, perhaps with the assistance of items taken from an item bank provided by SBAC. Security issues around the item bank would need to be explored.</p>
<p><b>4. What relationship will a career and college ready cut score on the 11<sup>th</sup> grade SBAC have to a student's ability to take college level, credit-bearing classes at a postsecondary institution?</b></p>	<p>State articulation agreements would help clearly identify the criteria needed to take college level, credit-bearing classes at postsecondary institutions, and could include criteria such as student SBAC performance, course-taking, grade point average, etc. SBE could collaborate with OSPI to convene and facilitate discussions with higher education.</p>

**Expected Action**

No action; for discussion purposes only.

# Common Core State Standards and Implications for Assessment Policy

Washington State  
Board of Education  
November 2011

Kathe Taylor, Ph.D.



# It's Spring, 2015

- What state assessments are high school students taking?

# 2015 High School State Assessments

Purpose	Level	English/ Language Arts	Math	Science
Graduation	High School	HSPE in Reading and Writing	EOC in Algebra and Geometry	EOC in Biology
		and/or		
Federal Accountability	11 <sup>th</sup> Grade	SBAC Summative Assessment	SBAC Summative Assessment	

Washington State  
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*HSPE = High School Proficiency Exam*

*EOC = End of Course*

*SBAC = SMARTER Balanced Assessment Consortium*



# Will the SBAC Assessments Replace or Supplement Current High School Assessments?

Does proficiency on the SBAC college and career ready high school tests:

- Become an additional graduation requirement?
- Replace the current graduation assessment requirements?
- Have any role in graduation requirements?

# What Will SBAC Cut Scores Mean to Washington Students?

- SBAC will set a career and college ready cut score.
  - What will make students care about their performance on the test?
  - At what point would a career and college ready cut score be appropriate as a graduation requirement?

# Timing Of Decisions About Assessments Will Be Driven By Economic And Academic Considerations.

## 1. Economic Considerations:

- Cost of adding assessments adds urgency.
- Tests used for federal accountability must be aligned with state standards, and WA state standards are now CCSS.
- Three-year window before SBAC tests are ready for implementation

## 2. Academic Considerations:

- SBAC tests are summative, consistent with Reading and Writing HSPE. But Washington just moved to math and science EOCs.
- If SBAC tests become graduation requirements, state must consider opportunity to learn and provide for a retake process.
- Four-year window before first class taking SBAC tests will graduate (Class of 2016 students now in 8<sup>th</sup> grade).



# Common Core State Standards: A commitment to student success



Office of Superintendent of Public Instruction  
Randy I. Dorn, State Superintendent

# Washington's Common Core State Standards: Updates

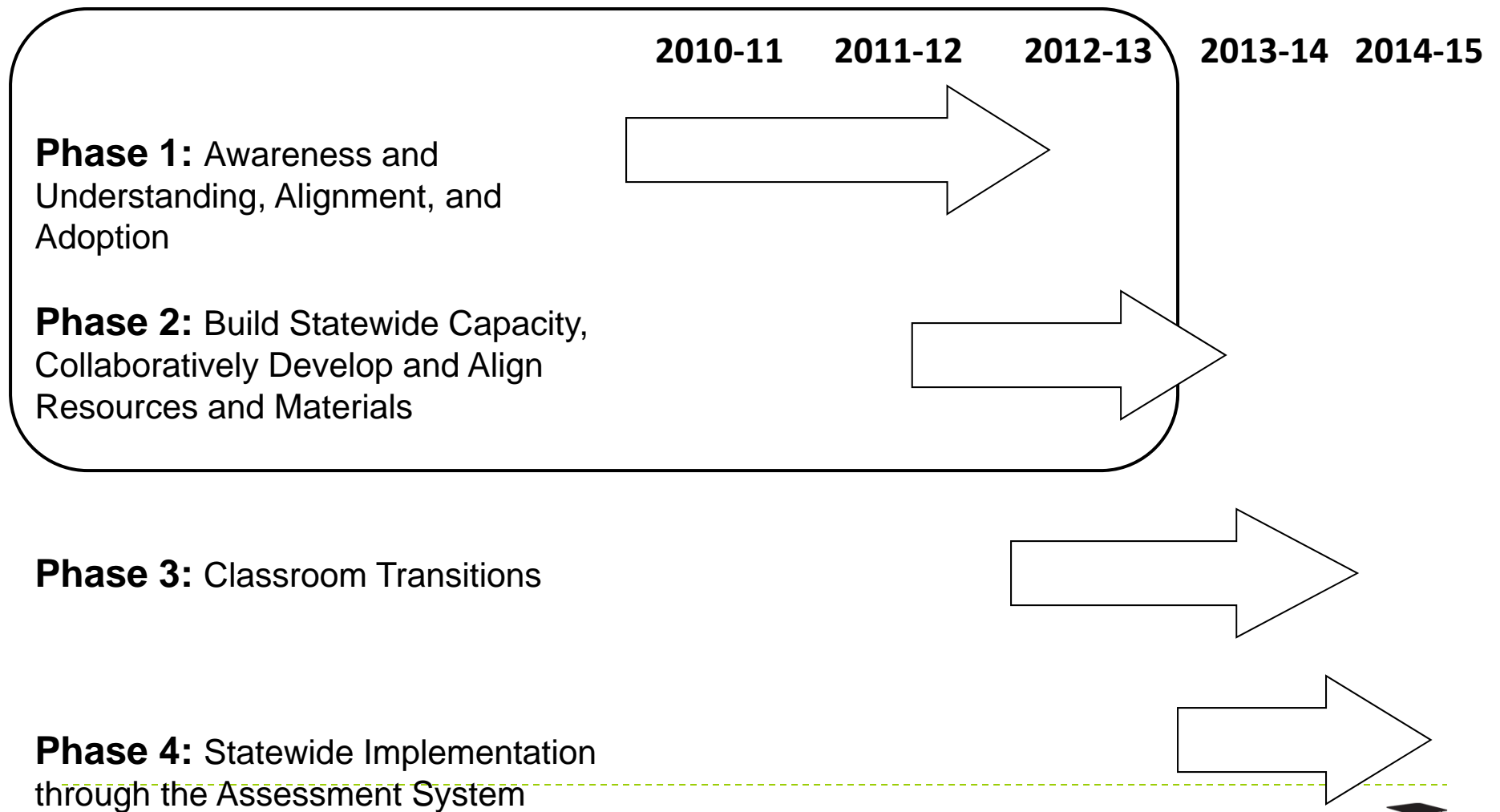
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- ▶ Our work since March 2011
- ▶ Building Washington's implementation infrastructure
- ▶ Considerations for implementation: state and local

# Focusing first on the foundation...

## Common Core Implementation State Timeline & Activities

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Since March 2011 – Our foundation...

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▶ **Adoption: July 20, 2011**

▶ **In-State Workgroups**


- ▶ Bias and Sensitivity Workgroup
- ▶ State Steering Committee
- ▶ Communications Advisory Team
- ▶ Content workgroups (OSPI/ESD partnership)
- ▶ Statewide Membership Organizations

▶ **CCSS Implementation Support Opportunities**

- ▶ **Learning Forward / Sandler Foundation** - “Transforming Professional Learning...Implementing Common Core” Initiative
- ▶ **Lumina/Hewlett/Gates Foundations** – “Common Core State Standards and Assessments: K-12/Postsecondary Alignment Grants”

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▶ **Intra-State Collaborations**



## **What's different?...Implementation**

- ▶ **Collaboration & Coordination**
- ▶ **Communication**
- ▶ **Commitment**

**“From the home, school, and community to the state...”**



# What's Different: Implementation through a Standards-Based Support and Development System

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- ▶ Core beliefs grounded in student and educator development
- ▶ Outcomes focused on enhanced teaching and learning, increased student and teacher engagement and growth
- ▶ Systems-approach
  - ▶ Learning cycle
  - ▶ Professional Learning Standards
  - ▶ Connected initiatives

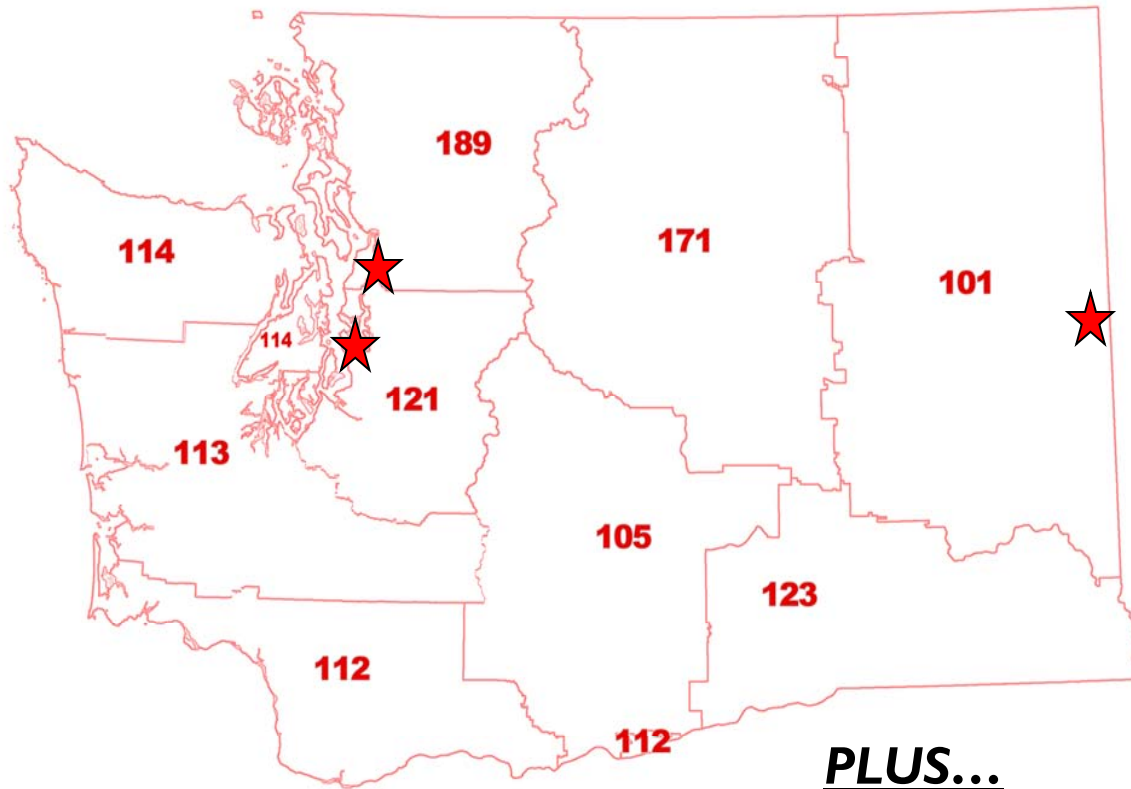
# A foundation for supporting CCSS implementation...

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## Learning Forward Standards for Professional Learning (formerly National Staff Development Council Standards)

Context	Learning Communities
	Leadership
	Resources
Processes	Data
	Learning Designs
	Implementation
Content	Outcomes

# Implementation Partnerships – To name a few...



**PLUS...**

Large School Districts

Higher Education

Statewide Content Associations



# The role of OSPI and state partners...

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## ▶ **Communication:**

- ▶ Key messages around...
  - ▶ Each phase of implementation
  - ▶ Bridging with current activities
  - ▶ Needs of school districts to support professional learning to state policy makers
- ▶ CCSS Legislative Report (Jan. 1, 2012)
- ▶ Toolkits for various audiences (spring 2012)
- ▶ Connections with CCSS Assessment System as it progresses (SMARTER Balanced Assessment Consortia - SBAC)

## ▶ **Coordination & Commitment:**

- ▶ ...of state professional learning partners
  - ▶ CCSS State Steering Committee & Workgroups
  - ▶ Identify and/or create resources to support the Phases of implementation
  - ▶ Establish structures to support Phases I and II
- ▶ ...in connection with SBAC assessment system

# Learning More...

## Statewide Transition & Implementation Supports

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- ▶ **Quarterly CCSS Webinar Series** (each builds on the previous):
    - ▶ System-focused implementation supports
    - ▶ Mathematics
    - ▶ English language arts
  
  - ▶ **CCSS Symposium for School District Leadership Teams**
    - ▶ November 1, 5 – 8 pm, Federal Way Public Schools – TODAY!
    - ▶ January 12, 5 – 8pm, Central Valley School District, Spokane
  
  - ▶ **CCSS Public Forum & Survey** (<http://www.surveygizmo.com/s3/635638/Washington-Common-Core-State-Standards>)
    - ▶ November 3, Spokane, ESD 101, 5-8pm
    - ▶ November 15, Tyee High School, Highline School District, 5-8pm
  
  - ▶ **Targeted work with regional and district leadership teams**
  
  - ▶ **Conference presentations throughout the year**
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# Learning More...

## Statewide Transition & Implementation Supports

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### ▶ **OSPI CCSS Website**

- ▶ <http://k12.wa.us/CoreStandards/default.aspx>
- ▶ <http://www.k12.wa.us/CoreStandards/UpdatesEvents.aspx#Webinar>

### Includes...

- ▶ **Communication support materials**
  - ▶ **3-year transition plans for ELA and Math**
  - ▶ **Grade-level transition documents**
    - ▶ Aligned with current test maps
  - ▶ **Other national / state resources**
    - ▶ Math and ELA-specific
    - ▶ Hunt Institute Video Series
    - ▶ National PTA – Parent Resource Guides
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# Implementation Considerations

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- ▶ Changing roles of education partners
  - ▶ State
  - ▶ Regional
  - ▶ Local
- ▶ Current / waning school district capacities
- ▶ Tapping into and building statewide expertise

# Implementation Considerations: NASBE Lessons Learned & Policy Recommendations From National Experts (NASBE 9/9/11)

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1. The need to break down the siloes
2. The need to align the implementation of Common Core with human resource, fiscal, state accountability, parent and community engagement systems
3. The need for innovation and new emerging technologies
4. The need to ensure equity through the use of digital enterprise resource systems, which align curriculum and instruction, professional development and educator quality
5. The need to align the work



# Implementation Considerations: Lessons Learned from NASBE (NASBE 9/9/11)

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1. There is a critical need to institute state policies that support practice throughout the changing political and economic climate.
  2. Open communication among State Boards of Education, State Education Agency's, Governor's office, and legislators is vital to sustaining implementation efforts.
  3. State education leaders are actively seeking to partner with other states and share resources.
  4. Providing the platform to network and engage with other state education leaders is a significant value added opportunity.
  5. There is a strong need to continue to collaborate and provide quality resources and timely information.
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# Implementation Considerations: Policy Recommendations For Professional Learning from Learning Forward (NASBE 9/9/11)

<b>Policy</b>	<b>From</b>	<b>To</b>
Capacity building	Needs focused Menu driven Academies, conferences etc.	CCS focused Targeted providers and partners
Re-licensure/recertification	Accumulating credits	Crediting change in practice (applying CCS)
Resources: time & funding	Adding time Locating new dollars	Reconfiguring time Focusing resources
Professional development requirements	Local decision	Requirement for accreditation, access to CCS resources, funding
Policy alignment	Individualized Professional Development Plan, School, PD, District	Consolidated and focused; team focused



# Further Considerations and Possible Solutions

(NASBE 9/9/11)

Considerations	Possible Solution
Increasing communication & outreach	<ul style="list-style-type: none"> <li>• Sponsor parent, teacher and educator summits</li> <li>• Invite legislators, governor's and other key stakeholders to board meetings</li> <li>• Op-eds, editorials, interviews, press releases, social networking sites, online communication portals</li> </ul>
Establishing curriculum aligned to standards	<ul style="list-style-type: none"> <li>• Establish criterion that districts must use to determine that curriculum is aligned to standards</li> <li>• Establish model curriculum</li> </ul>
Accountability measures	<ul style="list-style-type: none"> <li>• Evaluate the state's current accountability system and requirements</li> </ul>
Teacher preparation & higher education institutions	<ul style="list-style-type: none"> <li>• Engage with higher education boards, teacher licensing's boards and other stakeholders to ensure teachers are prepared to teach to CCSS</li> <li>• Vertical alignment of curriculum</li> </ul>



Thank you.