

# Higher Education and Common Core State Standards and Assessments

**Moderator:** Michael Kuchar, Superintendent of Schools, Bergenfield Public Schools, NJ

**Presenters:**

Allison Jones, Vice President for Postsecondary Collaboration, PARCC (Partnership for Assessment of Readiness for College and Career), DC

Yvonne Romero Da Silva, Vice Dean of Admissions, Director of Strategic Planning, University of Pennsylvania, PA

Brian Hazlett, Vice President for Enrollment Management, Millersville University, PA

# Session Overview

To date, 45 states have adopted the Common Core State Standards. Each is now participating in one of two consortia tasked with designing aligned state assessments. What do these new assessments mean for higher education? Are they likely to be used for college admission? Why have some states experienced a backlash to the Common Core? How and why should higher education involve itself in this matter? Following a brief overview of the Common Core, this session will explore the role of higher education in this transition. Attendees will be encouraged to contribute their expertise.

# October 26, 1950

## U.S. Schools: They Face a Crisis



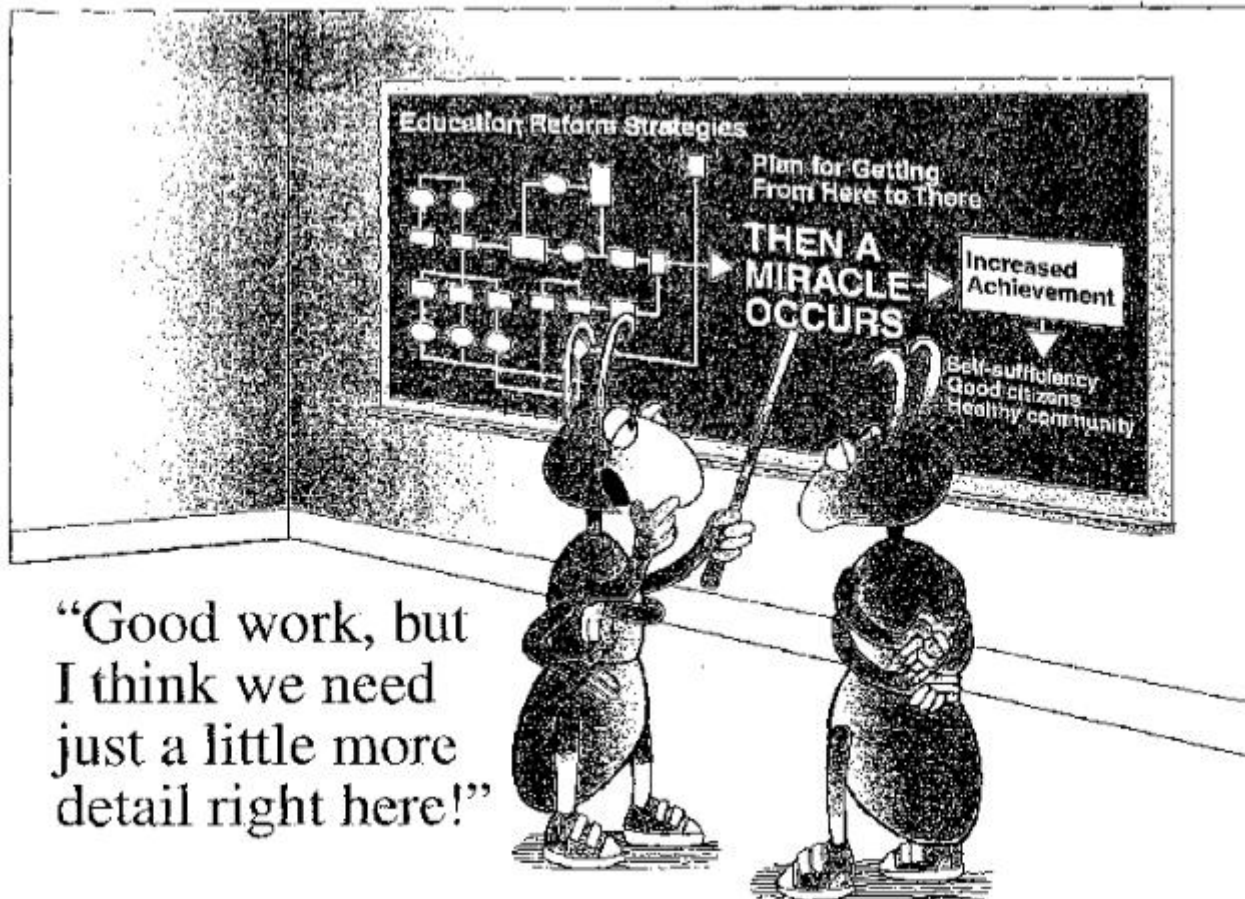
# Context of The Problem



- The national high school graduation rate is reported to be between 72-75 percent, dependent upon the data source. Currently, one in four students drops out before he/she finishes high school. That's one every 26 seconds or more than one million students a year.

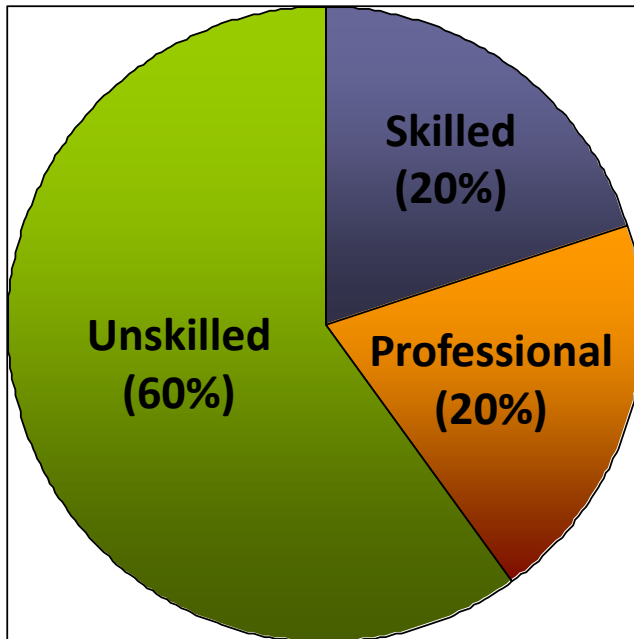
*America's Promise Alliance*

# School Reform

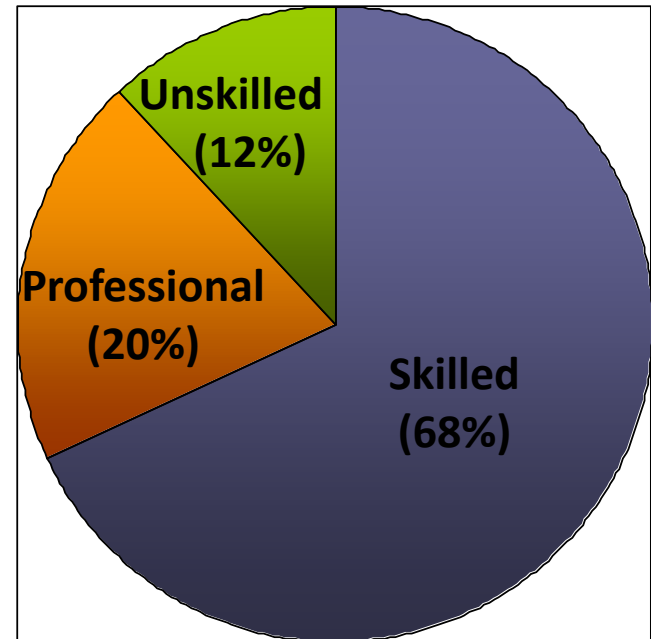


# Changes in the Workforce

1950



2010



# Auto Industry



Olds Motor Vehicle Company  
factory in 1901.



Current robot driven assembly line  
today.

# Industry

## Campbell Soup



In the mid 1900's housewives swelled the workforce at peak harvesting time.



Today, labor at Campbell's Soup is greatly reduced due to automation



No longer true that a strong back and  
work ethic guarantees you a part of  
the American Dream.



# Global Issue

- Between 90 and 95 million low-skill workers -- or 2.6 percent of the global workforce -- will not be needed by employers by 2020 and will be vulnerable to permanent joblessness, according to a report released Thursday by the McKinsey Global Institute.
- Meanwhile, employers around the world will need nearly 45 million more medium-skill workers (with secondary school and vocational training) and 38 to 40 million more high-skill workers (with a college education) than will be available, according to the study.

# McKinsey Global Institute

For the United States to return to full employment—finding work for the currently unemployed and accommodating new entrants into the labor force this decade—the US economy will need to create 21 million jobs by 2020, according to MGI's analysis.

# US Challenges

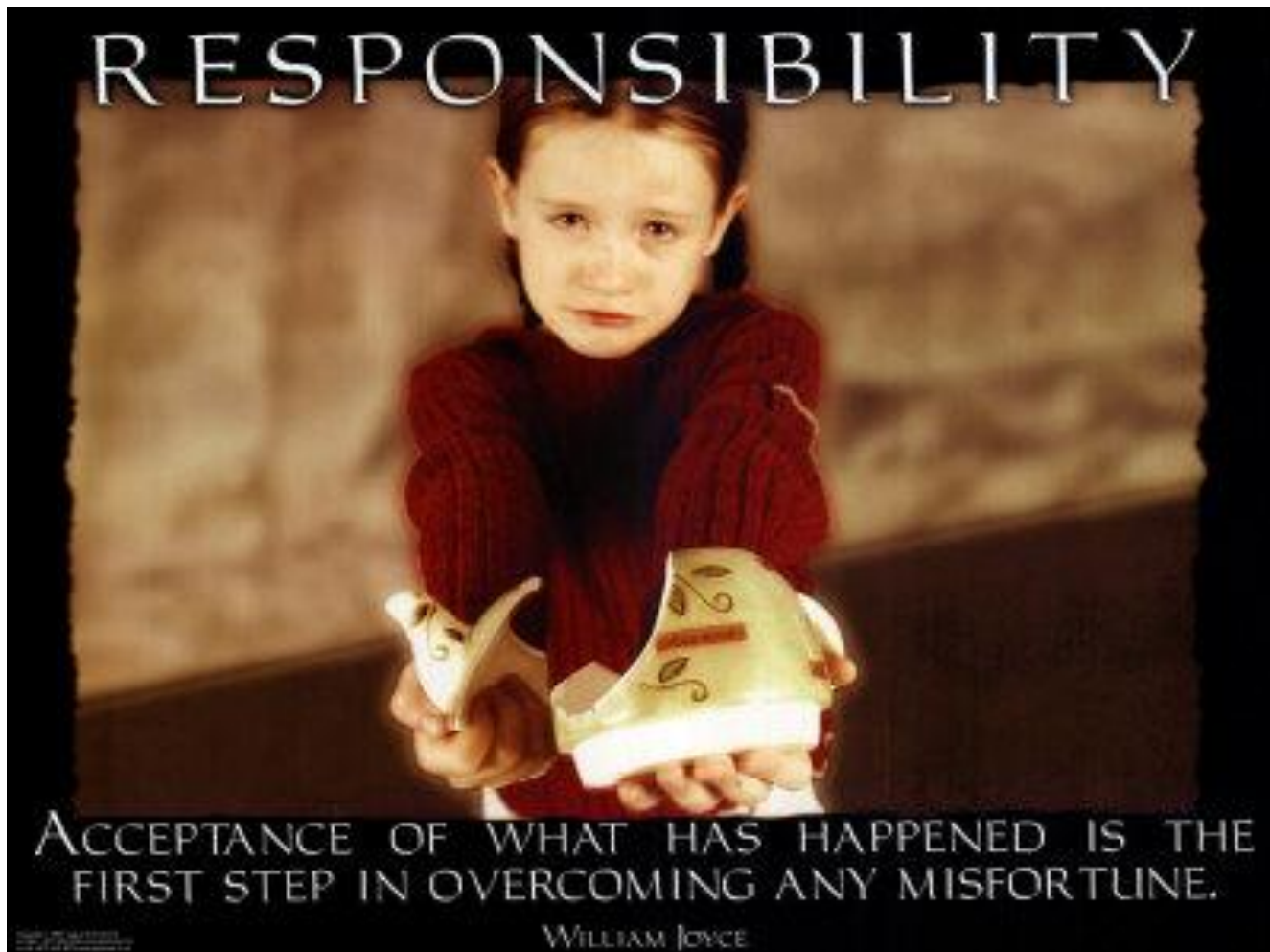
- The US workforce will continue to grow until 2020, but under current trends, many workers will not have the right skills for the available jobs. Technology is changing the nature of work: Jobs are being disaggregated into tasks, work is becoming virtual, and firms are relying on flexible labor (temporary, contract workers). These trends offer new opportunities for creating jobs in the United States, a trend that some companies do not fully appreciate.

# Proposed Solution

## The Common Core Standards and PARCC/Smarter Balance Assessments

- The Common Core State Standards Initiative is a state-led effort that established a single set of clear educational standards for kindergarten through 12th grade in English language arts and mathematics that states voluntarily adopt. The standards are designed to ensure that students graduating from high school are prepared to enter credit bearing entry courses in two or four year college programs or enter the workforce. The standards are clear and concise to ensure that parents, teachers, and students have a clear understanding of the expectations in reading, writing, speaking and listening, language and mathematics in school.

We all have to take responsibility to create positive change!





- HIGHER EDUCATION AND COMMON CORE STATE STANDARDS FOR ASSESSMENT
  - *The College Board 2014 Regional Forum*
    - *Philadelphia*
    - *January 23, 2014*
  - *Allison Jones, Vice President, Postsecondary Collaboration*

Why Does US Need  
Common Core State  
Standards (CCSS)?



# PISA 2012 Key Findings

(Programme for International Student Assessment)

- 34 OECD countries –
  - US performed --
    - below average in math: 26<sup>th</sup>
      - (best estimate, although rank could be between 23 and 29 due to sampling and measurement error)
    - 17<sup>th</sup> in reading (range of ranks: 14 – 20)
    - 21<sup>st</sup> in science (range of ranks: 17 – 25)
  - No significant change over time
  - US spends more per student than most countries but does not equal better performance
  - Students in US have weaknesses in performing math tasks with higher cognitive demands, e.g., problem solving in real world situations.

# PISA 2012 Key Findings

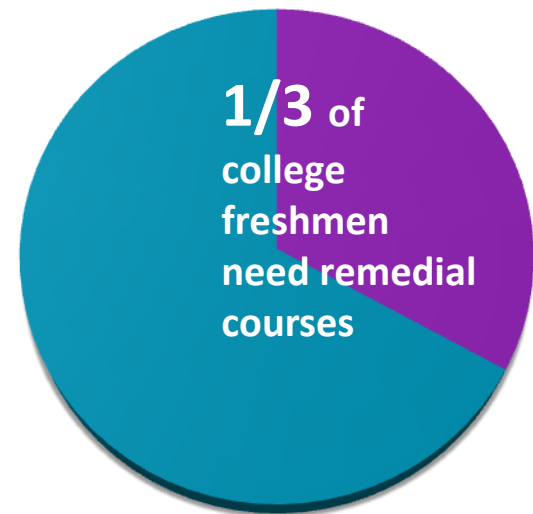
(Programme for International Student Assessment)

- Among 34 OECD (Organisation for Economic Co-operation and Development) countries, US performed below average in 2012 in math (rank 26) comparable with Hungary, Italy, Lithuania, Norway, Portugal, Russian Federation, Slovak Republic, Spain, and Sweden
- In reading, US comparable with Austria, Czech Republic, Denmark, France, Hungary, Israel, Italy, Norway, Portugal, United Kingdom and Viet Nam.
- **An alignment study between CCSS for Math/ ELA and PISA suggests a successful implementation of CCSS will yield significant performance gains in PISA.**

# Why Higher Standards and New Assessments Now?

- By the year 2020, 65% of all jobs will require some postsecondary education or training.
- To ensure future economic sustainability, we must prepare all students to access postsecondary opportunities:

- The PARCC assessment system will impact 23 million students. 9 million of these students attend Title I schools.
- Our K–12 system is not adequately preparing students for college
- CCSS and PARCC have the potential to substantially improve educational equity, postsecondary opportunity, and economic mobility if ***implemented with fidelity by K-12 and embraced by postsecondary institutions.***



# RTTT Assessment Program Requirements (US Department of Education 2009)

Groups of 15 or more states could apply for a grant to develop online, next-generation assessment systems that:

Assess [shared standards](#) in mathematics and ELA/literacy for college- and career-readiness and set [common cut scores](#)

Measure [individual growth as well as proficiency](#);

[Utilize technology](#) to the maximum extent appropriate; and

Provide [information that is useful](#) in informing:

- Teaching, learning, and program improvement;
- Determinations of school effectiveness and of principal and teacher effectiveness for use in evaluations and support; and
- Determinations of individual student college and career readiness, such as determinations made for high school exit decisions, college course placement to credit-bearing classes, or college entrance.

# Academic Preparation and Expectations Gap

What students are typically expected to know at the end of high school, as defined by state standards, required curriculum and assessments

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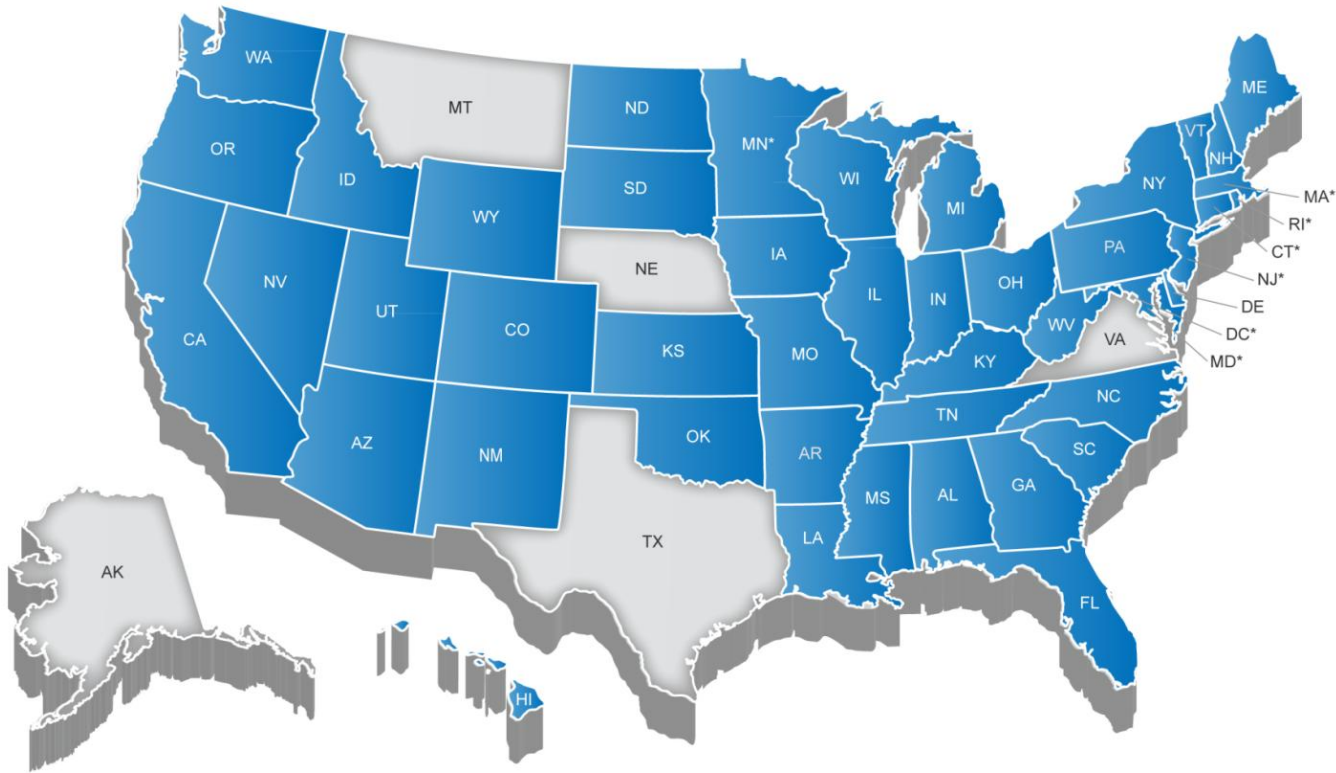
The knowledge and skills demanded by postsecondary and employers for successful first-year students and new employees.

RESULT

In many states, students can earn a high school diploma without the skills necessary for success in college and careers resulting in high remediation rates.

# Common Core State Standards (CCSS) Overview

# 45 States + DC have adopted the Common Core



# What Is The Common Core?

- State-led effort coordinated by the National Governor's Association and the Council of Chief State School Officers
- Rigorous education standards that establish a set of shared goals and expectations for what students should understand and be able to do in grades K-12 in order to be prepared for success in college and the workplace
- Designed to be robust and relevant to the real world, reflecting the knowledge and skills needed for success in college and careers
- The CCSS reflect the knowledge and skills most valued by employers and higher education.



# Common Core Standards and Assessments: Essential Components of the Completion Agenda

*Research has consistently shown that the single most powerful predictor of student success in college is the rigor of academic preparation.*

- Common Core standards and assessments:
  - Anchor K-12 experience in **real-world expectations** for success in college and careers.
  - **Remove the guesswork** for teachers and schools.
  - Allow schools, parents and students to **track progress**.
  - **Identify students who need assistance while still in high school.**
  - **Reduce remediation and increase college success.**

Smarter Balanced

# What is Smarter Balanced?

- A consortium of 26 states and territories working together to build next-generation formative, interim and summative assessments for K-12 schools tied to the Common Core State Standards in English language arts/literacy and mathematics.
- Funding from the federal Race to the Top Assessment grant (~\$175M) and foundations (~\$3M).
- Governed by member states on a consensus model.

# Partnership for Assessment of Readiness for College and Careers (PARCC) Overview

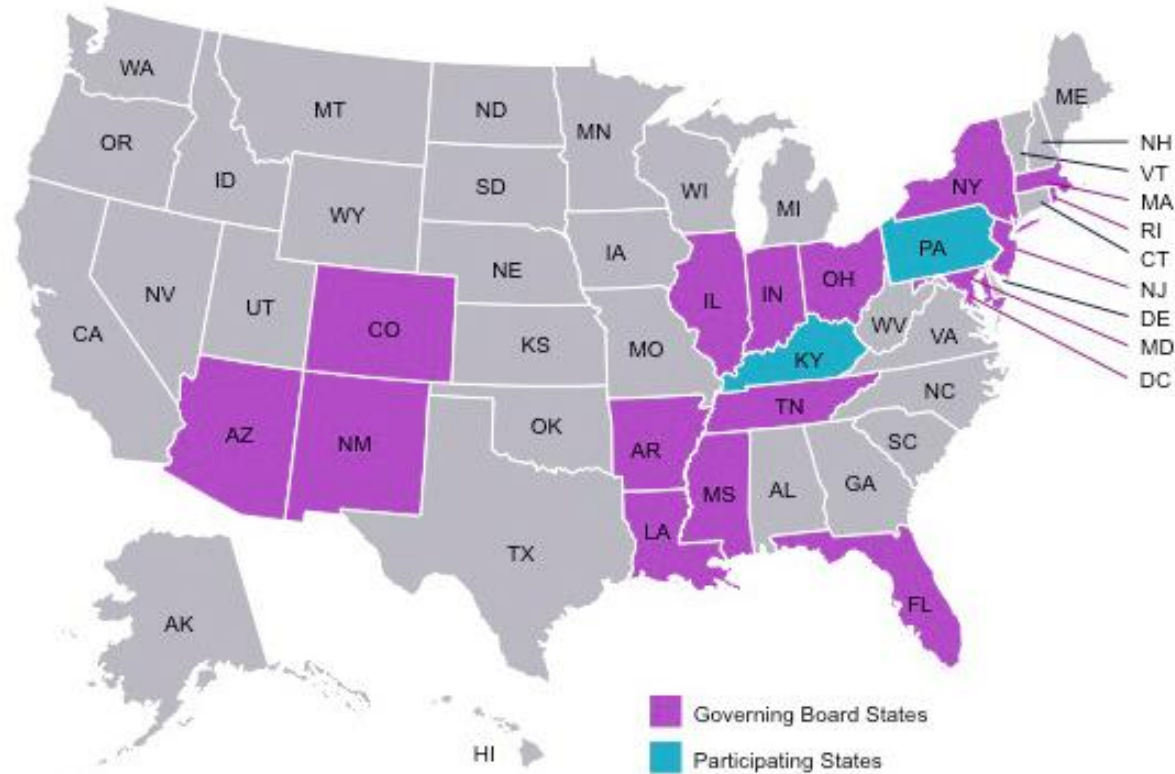


# What Is PARCC?

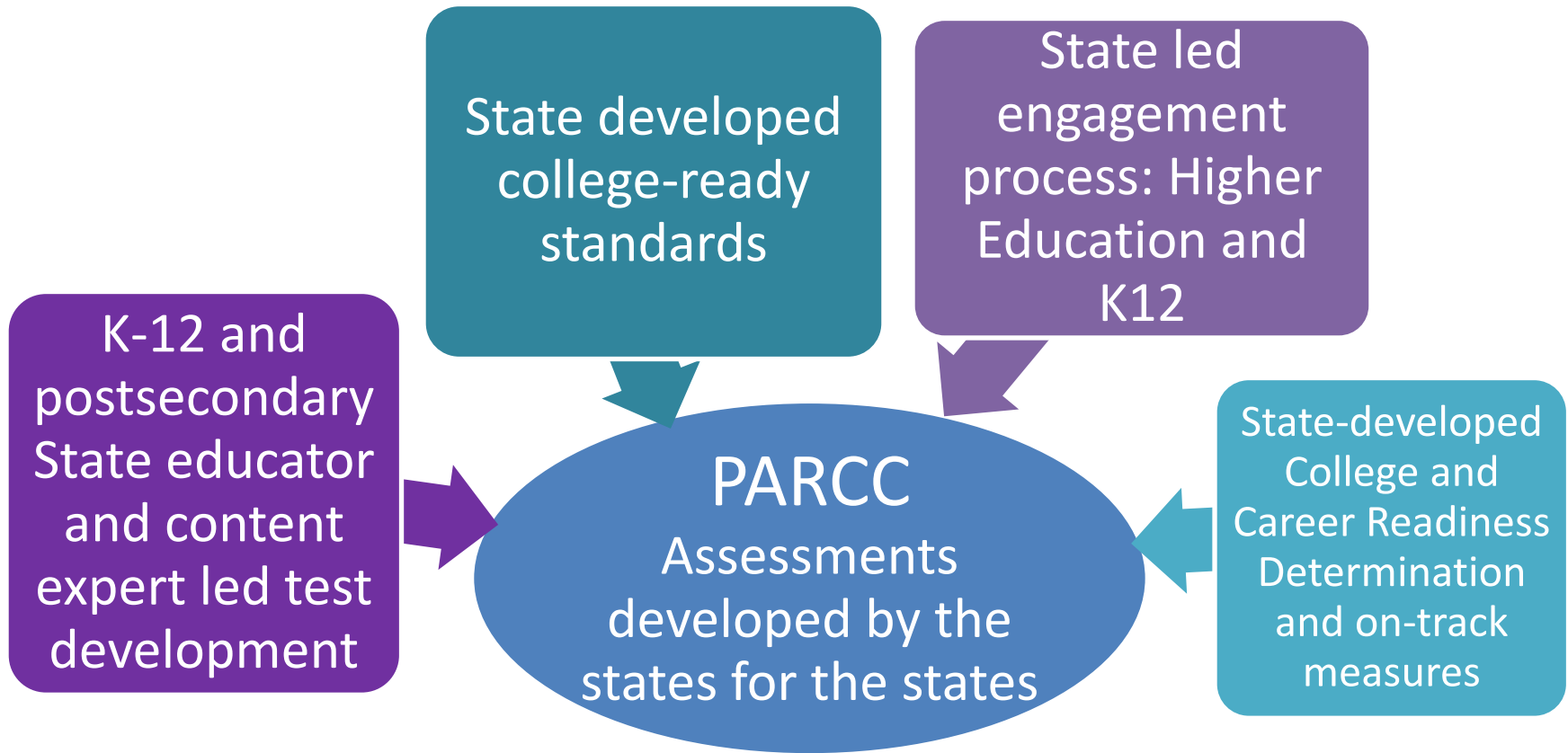
- A consortium of states working collectively to design and develop K-12 assessments in mathematics and English language arts/literacy aligned to the Common Core that will culminate with an assessment of college readiness in the 11<sup>th</sup> grade

# PARCC

- 18 states and the District of Columbia
- 15 million students in tested grades
- Aligned to the Common Core State Standards
- Developed by educators in nearly two dozen states
- 2013-14 field testing
- 2014-15 roll out



# State Led Design and Development



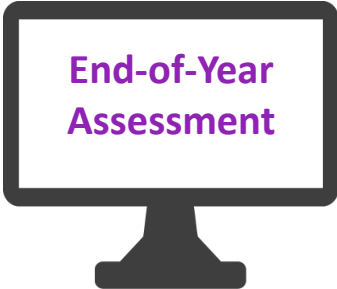
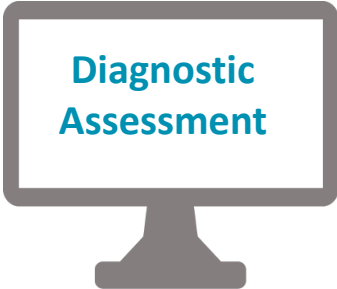
***Educators in the PARCC consortium can trust that test items reflect the Common Core State Standards and the quality expectations of teachers in their states***

# PARCC Assessments Design

## ELA/LITERACY AND MATHEMATICS, GRADES 3–11



← Flexible administration →



← →

Key:





# PARCC Assessments: A Path Towards College Readiness

*Ongoing student support/interventions*

K–2

Grades 3–8

High  
School

The Goal  
Success In  
first-year,  
credit-bearing,  
postsecondary  
coursework

**Voluntary K–2 assessment** being developed, aligned to the Common Core State Standards

**Timely data** showing whether ALL students are on track for college and career readiness

**College readiness score to identify who is ready for college-level coursework**

**Targeted interventions and supports:**

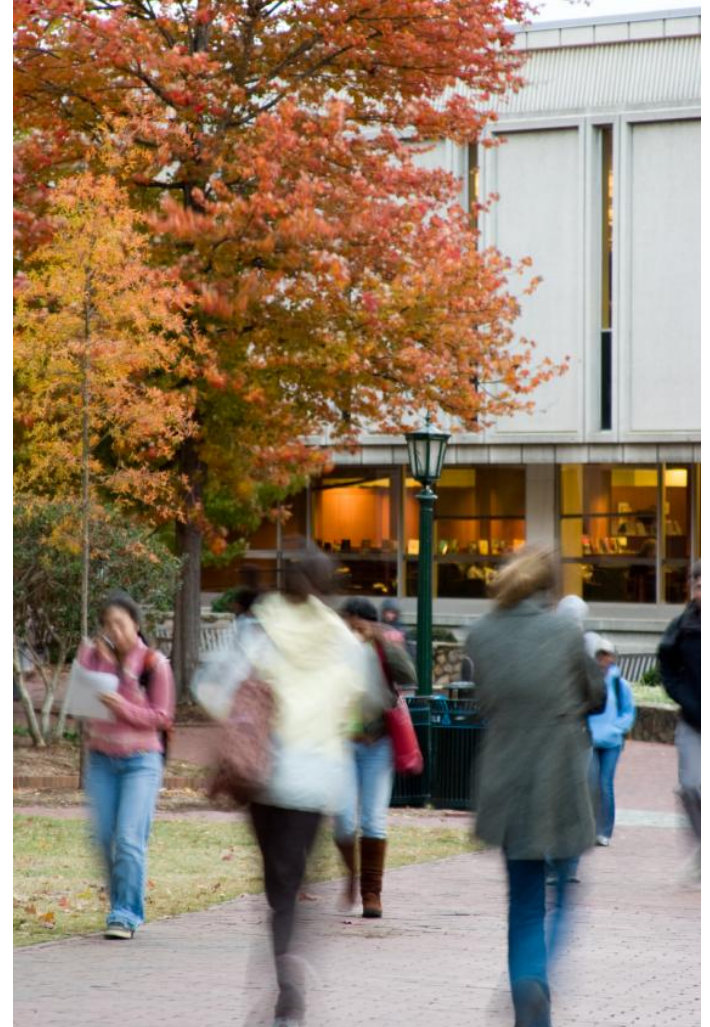
- State-developed 12th-grade bridge courses

*Professional development for educators*

Source: Achieve

# Promoting Success: College Without Remediation

- Students who receive a college readiness determination will be able to **enter into entry-level, credit-bearing courses** at postsecondary institutions **without remediation** in ELA/Literacy and/or math
- **Guaranteed exemption** from remedial coursework at more than 700 colleges and universities
- For more, go to:  
[www.parconline.org/  
parcc-assessment-policies](http://www.parconline.org/parcc-assessment-policies)
- 



# CCRD: Placement NOT Admission

- A College and Career Ready Determination on the PARCC assessments indicates:

- **Mastery** of the core competencies in the Common Core State Standards identified by postsecondary education faculty as prerequisites for and key to success in entry-level, credit-bearing courses in English and mathematics
- **Readiness** for placement into entry-level, credit-bearing courses in ELA and mathematics

- A College and Career Ready Determination will not:

- **Determine** admission to college or university
- **Replace** college/university tests to place students into **higher level mathematics and English courses**
- **Address** non-traditional students who delay enrollment

Item Development:  
Innovative Items  
Aligned To The  
Common Core State  
Standards



# Key Advances Of The Common Core

## ENGLISH LANGUAGE ARTS/LITERACY

Balance of literature and informational texts; focus on text complexity

Emphasis on argument, informative/explanatory writing, and research

Literacy standards for history, science and technical subjects

## MATHEMATICS

Focus, coherence and clarity: emphasis on key topics at each grade level and coherent progression across grades

Balance between procedural fluency and understanding of concepts and skills

Promote rigor through mathematical proficiencies that foster reasoning and understanding across discipline

**ANCHORED IN COLLEGE AND CAREER READINESS**

# In Math, Students Will ...

**Solve grade-level  
problems**

**Express mathematical  
reasoning  
by constructing  
mathematical  
arguments and critiques**

**Solve real-world  
problems**

**Demonstrate  
mathematical fluency**

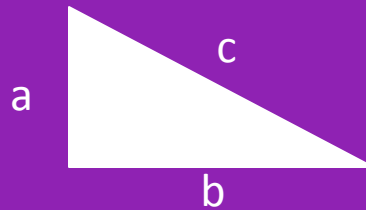
# Three Types Of Math Tasks

Concepts,  
skills and  
procedures

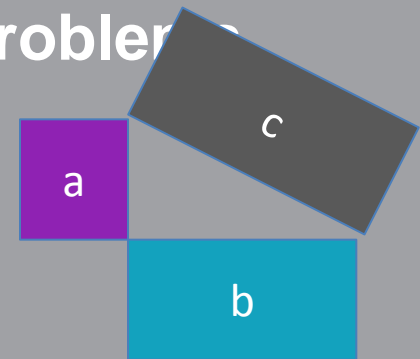
$$a^2+b^2=c^2$$

Mathematical  
reasoning

$$a^2+b^2=c^2$$



Model and apply  
what they know  
to solve  
problems

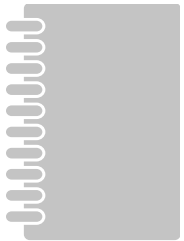


# English Language Arts/Literacy

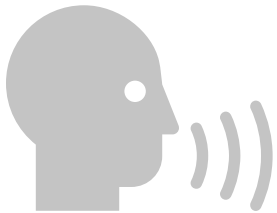


• Students will have to:

- Show they can read and understand complex reading passages



- Write persuasively



- Conduct research and present findings

- Demonstrate speaking and listening skills



# State Educators Review Every Item

Group	Membership	Purpose	Total State Membership
Core Leadership Group	PARCC State Department of Education (DOE) K-12 and Higher Education staff or their designees	Review every reading passage and test item developed for the PARCC summative assessments, as well as any existing commissioned or permissioned passages and/or test items that may be contributed to the available pool by PARCC states or other entities. One or more members of each of the Core Leadership teams will be responsible for reviewing agreed upon revisions and approving items for inclusion in the item pool	48 ELA 48 Mathematics
Bias and Sensitivity Content Reviewers	Citizens of PARCC States and educators from various backgrounds	Consider whether the subject matter, presentation, and language used is free of potential bias and acceptable to PARCC state students, parents, and other community members	48 ELA 36 Mathematics
PARCC State Educator Passage Reviewers (ELA only)	K-12 local education agency ELA staff and higher education ELA faculty from PARCC states	Review passages for suitability of content for use on PARCC Assessments	45 ELA
PARCC State Educator Content Review	K-12 local education agency staff and higher education faculty from PARCC states	Review test items for suitability of content for inclusion on PARCC assessments	<b>ELA:</b> 60 K-12 LEA 19 Higher Education Faculty <b>Math:</b> 60 K-12 LEA 19 Higher Education Faculty

# Field Test: Spring 2014

15 governing states and the District of Columbia are participating

- The field test will give students and local educators the opportunity to experience the administration of PARCC assessments.
- Students who participate in the field test will complete a survey to gather feedback about the student experience of taking PARCC assessments.



# Standard Setting: Validating The College and Career Ready Determination

- PARCC is moving into the standard setting process used to establish performance (achievement) level cut scores
- The Standard Setting RFP general guidelines were approved Oct 16<sup>th</sup>, 2013.
- The following research studies will inform the standard setting process for the college ready cut scores:
  - Benchmark study
  - Performance of post-secondary students study
  - Postsecondary educators' judgment study
  - Field trial of standard setting method

# PARCC State Implementation Playbook

•PARCC developed the State Implementation Playbook by gathering input from across PARCC states and districts to assist states in identifying key questions and challenges and in navigating implementation.

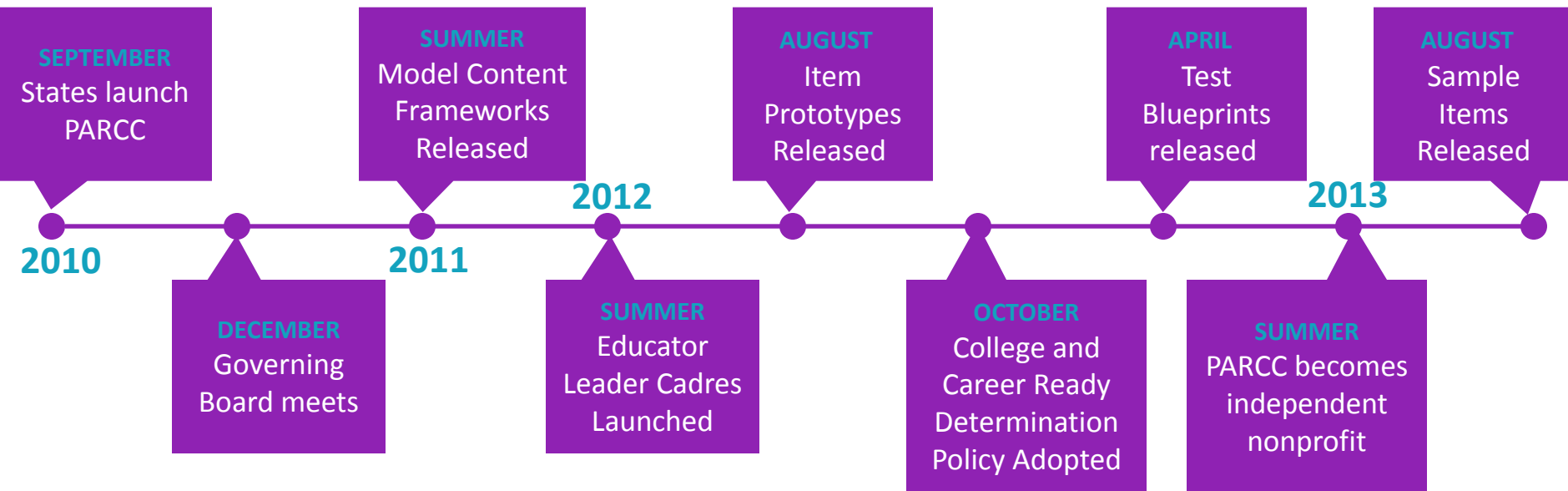
Scheduled for release in February, the playbook will:

- provide **resources and strategies** to address those challenges
- **sample implementation resources** from across PARCC
- **templates and best practices** for states to use in implementation
- **detailed roadmaps** to help guide states' transitions to PARCC
- a detailed **implementation checklist** which is included in your materials today

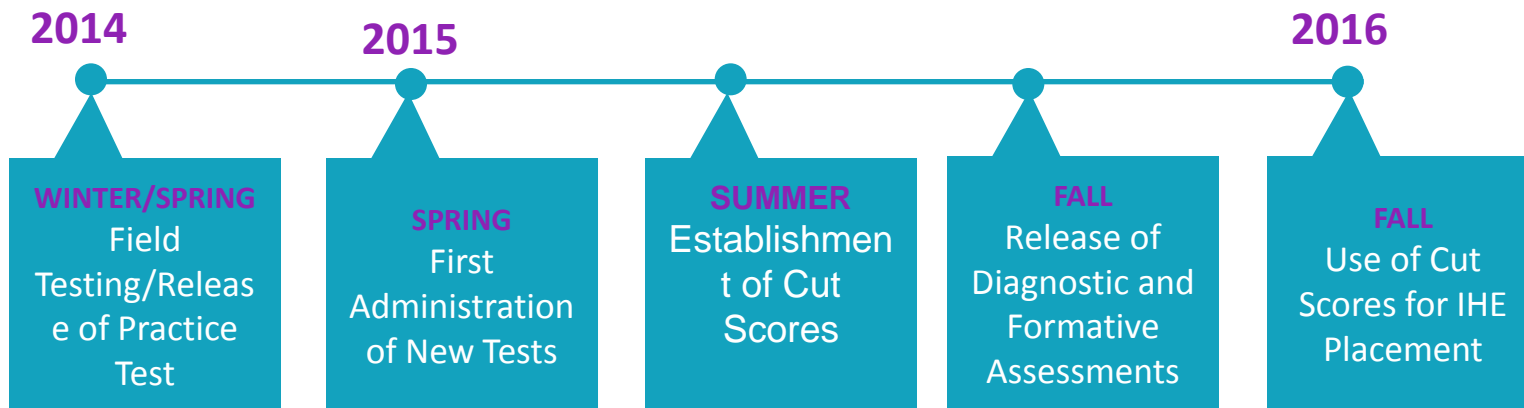
# Data Privacy and Security Policy

- The PARCC consortium's Data Privacy and Security Policy is designed to ensure that PARCC and any PARCC contractors:
- Only have access to personally identifiable student information for **specific purposes authorized by states** needed to carry out assessment programs
- Implement specific stringent policies and procedures that **protect the security of data**
- Limit access** to personally identifiable student information to only those contractors who need it for specific purposes authorized by states
- Ensure compliance with federal **privacy laws**, including FERPA

# PARCC Timeline



## Still to Come...



What is College Readiness?

# What is College Readiness?

	PARCC	Smarter Balanced
English Language Arts/Literacy	<p>Students who earn a College- and Career-Ready Determination in ELA/literacy will have demonstrated <b>the academic knowledge, skills and practices necessary to enter directly into and succeed in entry-level, credit-bearing courses in College English Composition, Literature, and technical courses requiring college-level reading and writing.</b></p>	<p>Students who perform at the College Content-Ready level in English language arts/literacy demonstrate reading, writing, listening, and research skills necessary for introductory courses in a variety of disciplines. They also demonstrate <b>subject-area knowledge and skills associated with readiness for entry-level, transferable, credit-bearing English and composition courses.</b></p>
Mathematics	<p>Students who earn a College- and Career-Ready Determination in mathematics will have demonstrated the academic <b>knowledge, skills and practices necessary to enter directly into and succeed in entry-level, credit-bearing courses in College Algebra, Introductory College Statistics, and technical courses requiring an equivalent level of mathematics.</b></p>	<p>Students who perform at the College Content-Ready level in mathematics demonstrate foundational mathematical knowledge and quantitative reasoning skills necessary for introductory courses in a variety of disciplines. They also demonstrate <b>subject-area knowledge and skills associated with readiness for entry-level, transferable, credit-bearing mathematics and statistics courses.</b></p>



# Comparison of PARCC and Smarter Balanced Performance Levels for College Readiness

Exempt From Placement Testing/Developmental Coursework

PARCC: Level 5 and 4

SBAC: Level 4



May Need Support to Be College Ready: Institution/State Discretion

PARCC: Level 3

SBAC: Level 3



Not Exempt: Needs Academic Support to be College Ready

PARCC: Level 2

SBAC: Level 2



Not Exempt: Needs Extensive Academic Support to be College Ready

PARCC: Level 1

SBAC: Level 1

Why Are the Common Core State Standards Important to Higher Education?

# How Will The Common Core And PARCC Affect Postsecondary Institutions

## •Near Future:

### -New information about student college readiness

- May be used to place students into college credit bearing courses, provide differentiated student supports such as learning pathways, student success courses and remediation to expedite the transition to college credit bearing courses
- Decrease placement testing on community college campuses

### -Opportunity to Expand Partnerships with K-12

- Scores provided while students are still in high school
- Provide supports to students during the senior year who are not on track to graduate ready for college credit bearing courses **decreasing the need for remediation on college campuses**
- Use PARCC scores to identify students could benefit from participation in dual enrollment, early college, and other concurrent enrollment programs, **increasing early college access**

# How Will We Get There?

- Increase awareness about the PARCC assessment system on college and university campuses
- Familiarize faculty with the high school assessment items and the information PARCC will provide about student college readiness
- Identify what information faculty and placement counselors would like to see from a new assessment of college readiness
- Compare information currently used to place students into student support and remedial courses with the information provided by the PARCC assessments
- Work with K-12 partners to identify students who need support to graduate ready to enter college credit bearing courses and collaboratively design interventions

# Benefits Of CCSS To Higher Education

- **Better information** about the preparation of incoming students
  - **Better use of 12<sup>th</sup> grade**
- **Improved preparation** of incoming students – from all states
  - **Increased academic rigor** in entry-level, credit-bearing courses
- **Reduced remediation** rates
  - **Increased funding** may be redirected to support credit-bearing courses
- **Increased degree** attainment rates
  - **Increased capacity** – colleges can admit more students
- **Better options for academic interventions** to ensure students remain on-track to college readiness

# Higher Education's Involvement Matters

Involvement of higher education will influence:

- Definitions of college and career readiness
- Changes in high school curricula and teaching
- Structure and content of the new assessments
- 12th grade interventions for students who need to address deficiencies, course schedules for students who are on track, and accelerated options for advanced students.

Will The CCSS Change Higher Education?

# Reaching the Goal: Expectations of Higher Education

## What is Expected

- Participation in assessment design
- Lead role in defining college readiness and standard- setting for 11<sup>th</sup> grade assessment
- Agreement on performance standards for exemption from developmental courses in English and math

## What is *NOT* Expected

- Use of Smarter Balanced or PARCC assessments for admission
- Standardization of admission criteria or standards
- Standardization of developmental or first-year curricula
- Complete reliance on the PARCC or Smarter Balanced assessments for all placement decisions (other data points may be used)



# Higher Education After PARCC & Smarter Balanced: What Hasn't Changed?

- *High school exit*: Some states may use the assessments—with a lower performance standard—for high school exit, but no state currently plans to use the college content-readiness standard for this purpose.
- *Admission* : Colleges will continue to admit students according to their current standards and practices – *the college content-readiness policy applies only to admitted students*.
- *Placement*: While honoring the exemption from remediation education for students who have earned it, colleges may use tests (and/or other means) to determine appropriate course placement.
- *Dev ed reform*: Colleges can continue to place any student into credit-bearing courses. Grades-only placement policies are unaffected.
- *STEM*: Colleges will need to assess additional evidence for students seeking to enter more advanced mathematics courses.

# Options for Reporting to Higher Education

1. State longitudinal data system & within-state data sharing agreement (public higher education institutions draw the assessment scores from data system)
2. Vendor-mediated solutions such as the National Student Clearinghouse or Parchment (i.e. Parchment has a statewide agreement to deliver electronic high school transcripts)
3. Network approach using broader electronic student data/record exchange networks like the NSC GREEN Network (formerly SPEEDE Server)
4. Post the assessment results directly on high school transcripts to be delivered either electronically or by paper (paper not preferred)
5. Reporting handled by state test administration vendor
6. Data warehousing and reporting by Smarter Balanced or PARCC

# A Preview Of The PARCC Assessments:

High School Math and English  
Language Arts Sample Questions

# Connecting School to the Real World

**Students will be expected to:**

- **Apply** mathematical ways of thinking to real-world issues and challenges
- **Develop** a depth of understanding of mathematics and demonstrate an ability to apply math concepts and skills to new situations



# Key Advances

## Part A:

Requires students to determine one of the themes of the myth as recounted in this version

Requires synthesis of several parts of the myth to determine the answer

Lays the foundation for Part B in which students must locate evidence to justify their answer

## Part B:

Students must read carefully to answer both parts correctly

Student must use textual evidence to justify their answer to Part A.

Student may receive full or partial credit

# Key Advances

Students must draw evidence from two texts and cite this evidence clearly to analyze how the author draws upon and transforms source materials

Student must cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

Students are required to demonstrate that they can apply knowledge of language and conventions of writing

# PARCC Algebra I/Math I Sample Item

Myla's swimming pool contains 16,000 gallons of water when it is full. On Thursday, her pool was only partially full. On Friday, Myla decided to fill her pool completely using a hose that flowed at a rate of 10 gallons per minute. It took her 5 hours to completely fill her pool.

## Part A

Type a number into each box to complete the sentences.

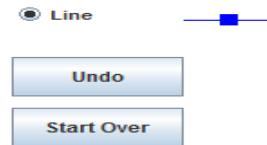
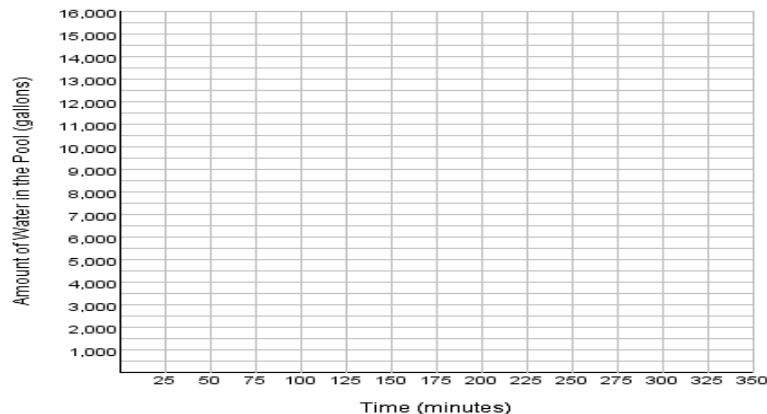
Before Myla started filling the pool, there were  gallons of water in the pool.

The rate at which water is being added to the pool is  gallons per **hour**.

## Part B

On the coordinate plane provided, graph a linear function that represents the number of gallons of water in Myla's pool given the amount of time, in minutes, she spent filling her pool on Friday.

Select two points on the coordinate plane and the line containing the two points will be automatically drawn. You can undo your last step by clicking "Undo". You can reset the tool by clicking "Start Over".



# Key Advances

- Students construct a linear function based on real world facts
- Students must think about the context and use the regularity in the linear rate to create a good mental model of the situation
- The questions in this item are sequenced to provide students with a deeper understanding of the mathematical concept
- Item can be used in the classroom for instructional purposes
- Students may receive partial credit



# 10<sup>th</sup> Grade Literary Analysis Task

- A complete Literary Analysis Task (LAT) for 10th Grade contains seven items, with six items that are either Evidence-Based Selected Response (EBSR) items or Technology-Enhanced Constructed Response (TECR) items and one Prose Constructed Response (PCR) item.
- Students will read the first passage and answer EBSR and TECR items.
- The students will then read a second passage and answer additional EBSR and TECR items.
- Having analyzed each passage separately, the students will complete their analysis by responding to the Prose Constructed Response item.
- The following items illustrate 3 parts of a complete LAT for 10<sup>th</sup> grade.

# Item 1: Evidence Based Selected Response

- Students read an excerpt from, “Daedalus and Icarus” by Ovid and respond to the following EBSR questions.
- Part A Question: In “Daedalus and Icarus,” what do the lines “he turned his mind to arts unknown / and nature unrevealed” (lines 9-10) imply about Daedalus and his invention?
  - a. that his invention will bring him wealth and fame
  - b. that his invention will be something beyond common understanding\*
  - c. that the primary motive for his invention is revenge
  - d. that he is nervous about the success of his invention
- Part B Question: Which quotation provides the best support for the answer to Part A?
  - a. “But Daedalus abhorred the Isle of Crete— / and his long exile on that sea-girt shore, / increased the love of his own native place.” (lines 1-3)
  - b. “While he was working, his son Icarus, / with smiling countenance and unaware / of danger to himself, perchance would chase / the feathers, ruffled by the shifting breeze, / or soften with his thumb the yellow wax,” (lines 17-21)
  - c. “. . . ‘My son, I caution you to keep / the middle way, for if your pinions dip / too low the waters may impede your flight;’” (lines 30-32)
  - d. “Beneath their flight, / the fisherman while casting his long rod, / or the tired shepherd leaning on his crook, / or the rough plowman as he raised his eyes, / astonished might observe them on the wing, / and worship them as Gods.” (lines 50-55)\*

# Item 4: Evidence Based Selected Response

•Students read an excerpt from, “To a Friend Whose Work Has Come to Triumph” by Anne Sexton and answer the following EBSR questions.

•Part A Question: In line 11 of Sexton’s poem, what does the use of the idea of “tunneling” reveal about Icarus at this point in the poem?

- a. He is engaging in an intensely concentrated action.\*
- b. He is doomed to become the victim of an accident.
- c. He is trying to visualize an impossible goal.
- d. He is forced to begin a puzzling quest.

•Part B Question: Which words from Sexton’s poem best help the reader understand the meaning of “tunneling”?

- a. “Admire his wings” (line 9)
- b. “Feel the fire at his neck. . . .” (line 10)
- c. “. . . he glances up and is caught”\* (line 11)
- d. “Who cares that he fell back . . . .” (line 12)

# 10th Grade Literary Analysis Task

## Item 7: Prose Constructed Response

- Use what you have learned from reading “Daedalus and Icarus” by Ovid and “To a Friend Whose Work Has Come to Triumph” by Anne Sexton to write an essay that provides an analysis of how Sexton transforms “Daedalus and Icarus.”
- As a starting point, you may want to consider what is emphasized, absent, or different in the two texts, but feel free to develop your own focus for analysis.
- Develop your essay by providing textual evidence from both texts. Be sure to follow the conventions of standard English.

# Key Advances

- Students must compare and synthesize ideas across multiple texts and analyze the strength of various arguments. Traditionally, writing prompts have not called for the use of textual evidence in a student's response.
- This Prose Constructed Response prompt demands that students delve deeply into multiple texts to gather evidence when analyzing a given claim, a key shift of the Common Core.
- This item also demonstrates clearly what PARCC means by “writing using and analyzing sources”—students must draw evidence from two texts and cite this evidence clearly to demonstrate the reading and writing claims measured. Students are also required to demonstrate that they can apply the knowledge of language and conventions when writing (an expectation for both college and careers).

# Resources

# Implementation Resources for Teachers

- Model content frameworks
  - [www.parcconline.org/parcc-model-content-frameworks](http://www.parcconline.org/parcc-model-content-frameworks)
- Blueprints
  - <http://www.parcconline.org/assessment-blueprints-test-specs>
- Sample items for every tested subject and grade
  - <http://www.parcconline.org/samples/ELA>
  - <http://www.parcconline.org/samples/math>
- Educator Leaders Cadres
  - Public ELC portal for educator resources!
    - <http://parcc.nms.org/>
- Practice Test
  - Spring 2014, PARCC practice test will be available to students, teachers and parents via PARCCOnline.org

# Learn More About PARCC

- Partnership for Assessment of Readiness for College and Careers

- [www.parcconline.org](http://www.parcconline.org)

- On Twitter:

- @PARCCPlace

- #askPARCC & #PARCCCELC

- ELC Portal:

- <http://parcc.nms.org>

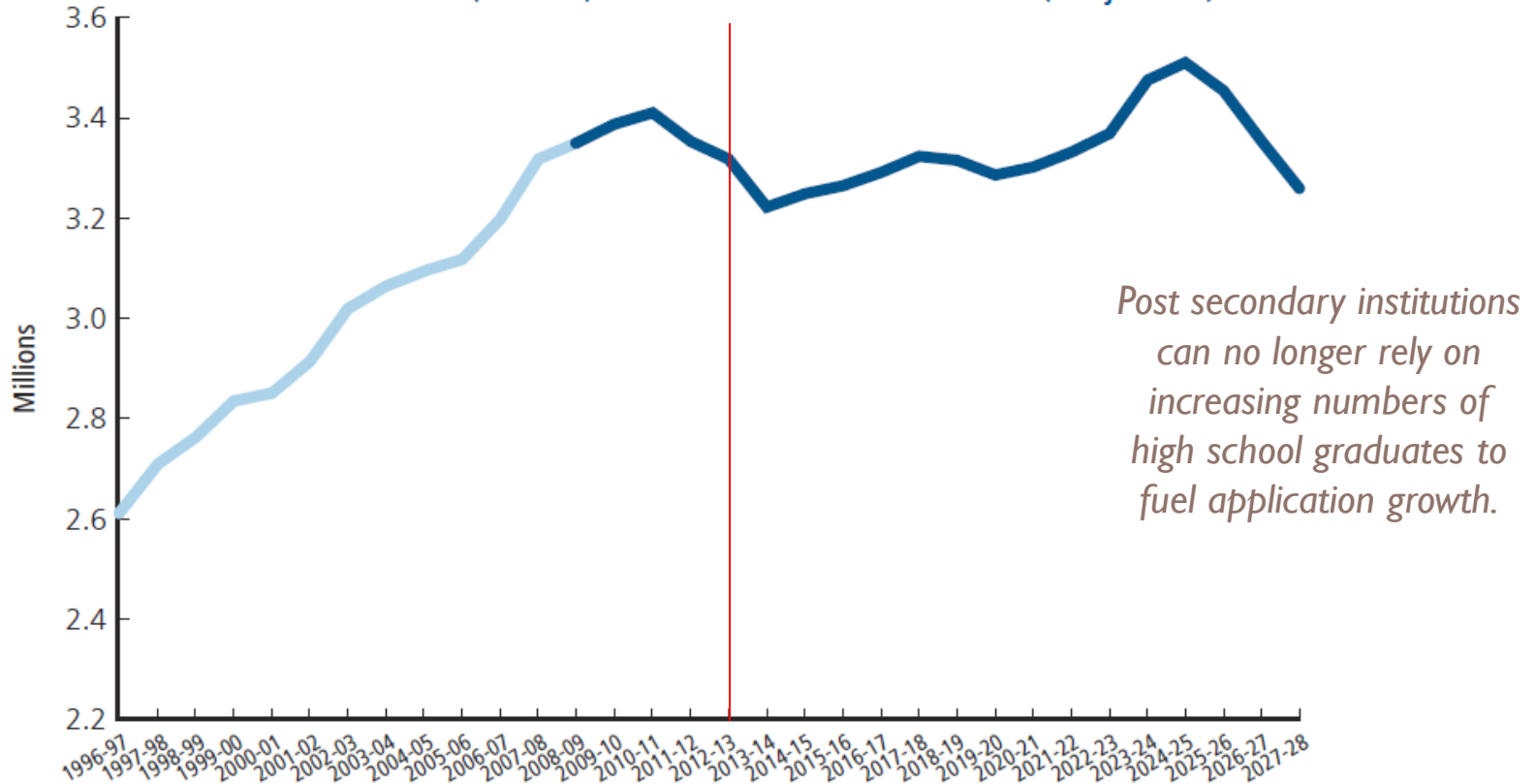


# The College Completion Crisis



# The number of U.S. Public and Nonpublic HS Graduates is in a decade of relative stability

Figure 2.5. U.S. Public and Nonpublic High School Graduates, 1996-97 to 2008-09 (Actual) and 2009-10 to 2027-28 (Projected)



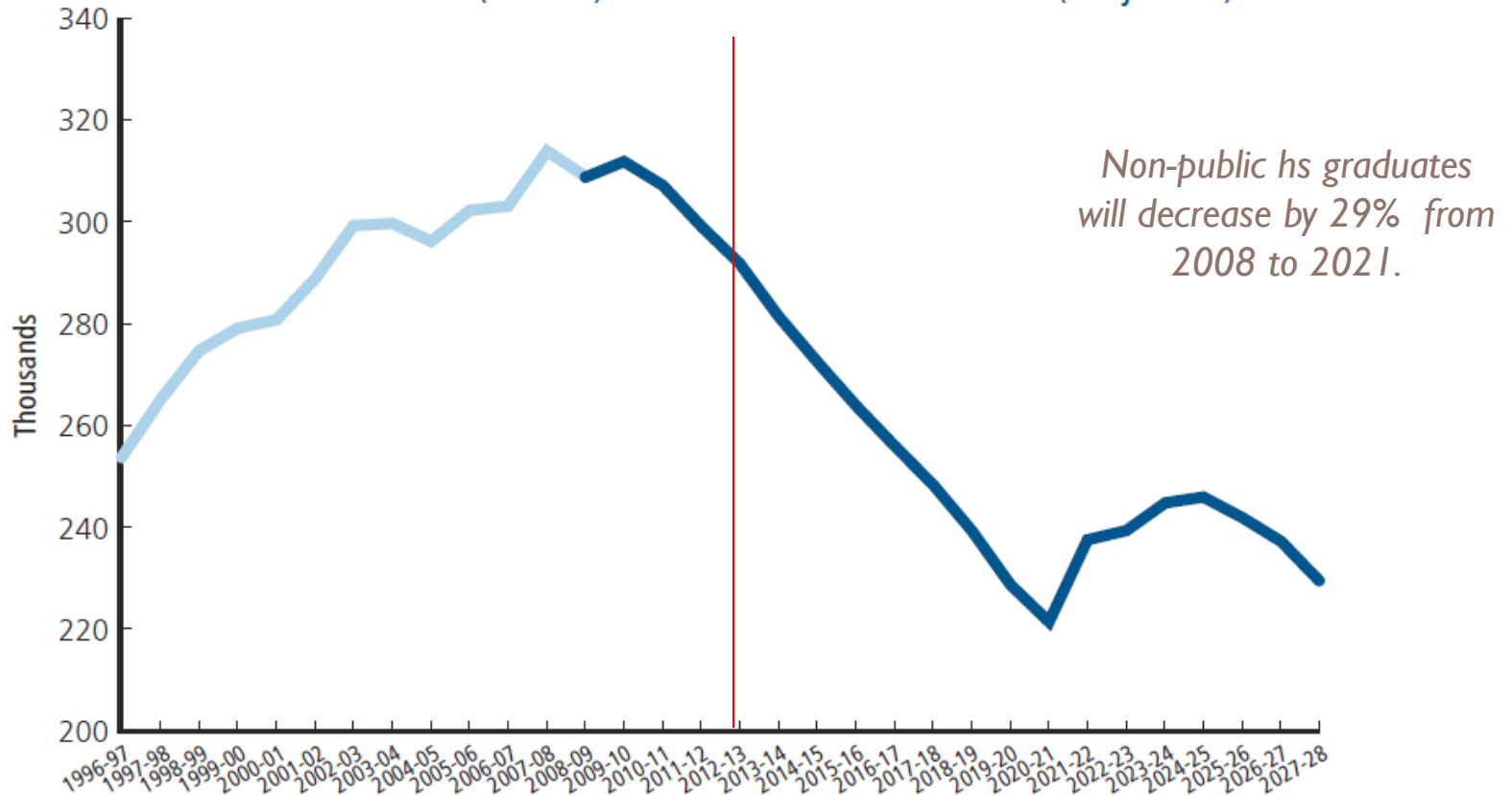
*Post secondary institutions can no longer rely on increasing numbers of high school graduates to fuel application growth.*

Note: Since the Private School Universe Survey (PSS) is biennial, alternate years include nonpublic graduate estimates based on data from the PSS.

Source: WICHE, Knocking at the College Door, 2012

# U.S. Non-public HS Graduates have been on a steep decline following a

Figure 2.4. U.S. Nonpublic High School Graduates, 1996-97 to 2008-09 (Actual) and 2009-10 to 2027-28 (Projected)



Note: Since the Private School Universe Survey (PSS) is biennial, alternate years are estimates based on data from the PSS.

Source: WICHE, Knocking at the College Door, 2012

# The ethnic composition of US Public High School Graduates will grow increasingly diverse

*The decline of White, non-Hispanics will be almost completely offset by the growth in Hispanics. Similarly, the decline in Black, non-Hispanics will be made up for by the increase in Asian/Pacific Islanders.*

Figure 3.5. Composition of U.S. Public High School Graduates, by Race/Ethnicity, 2008-09 (Actual) and 2009-10 to 2027-28 (Projected)

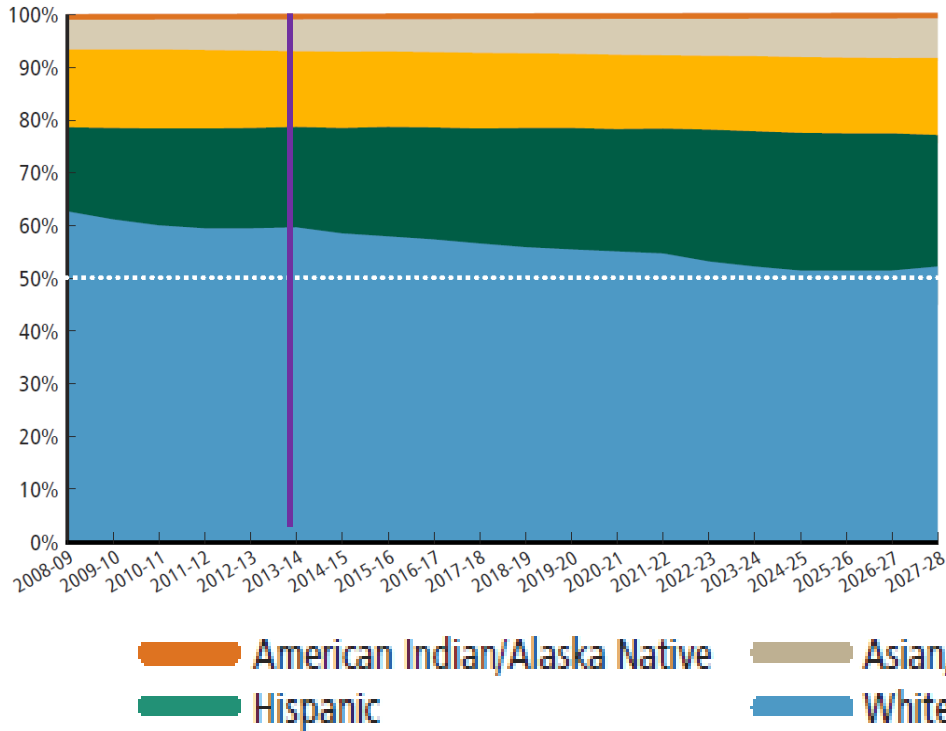
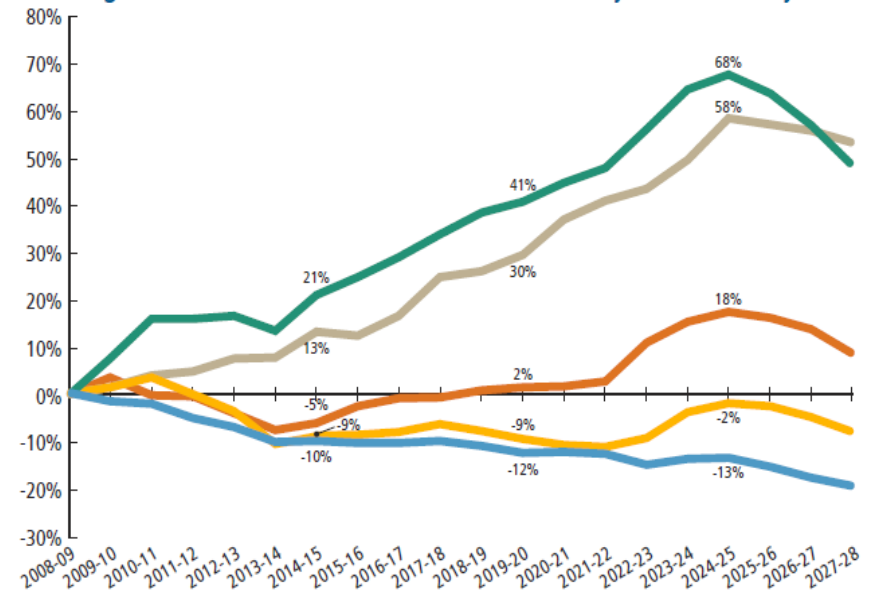
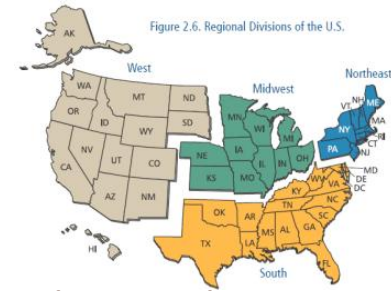


Figure 3.6. Cumulative Percent Projected Change in U.S. Public High School Graduates Relative to 2008-09, by Race/Ethnicity

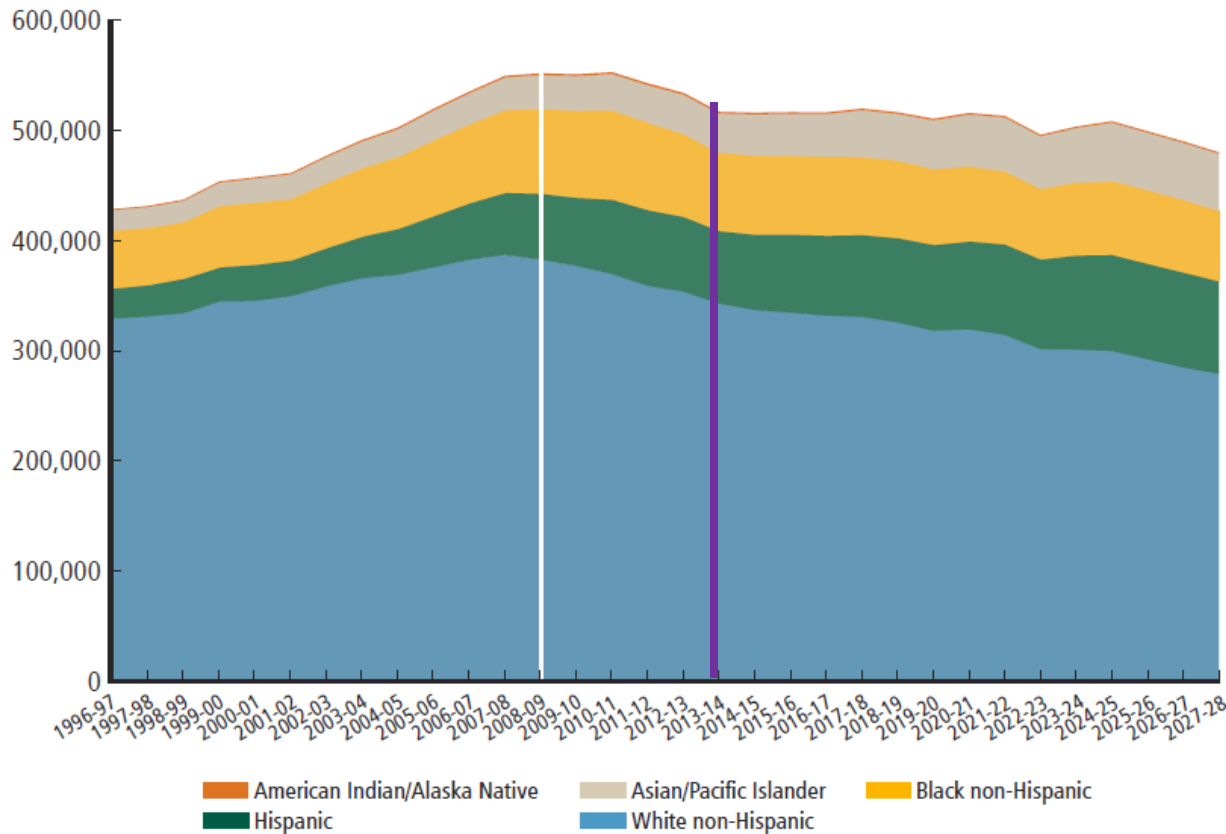


Source: WICHE, Knocking at the College Door, 2012

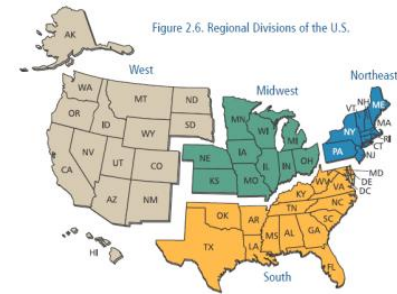
# Northeast: In a steady decline, despite increased diversification



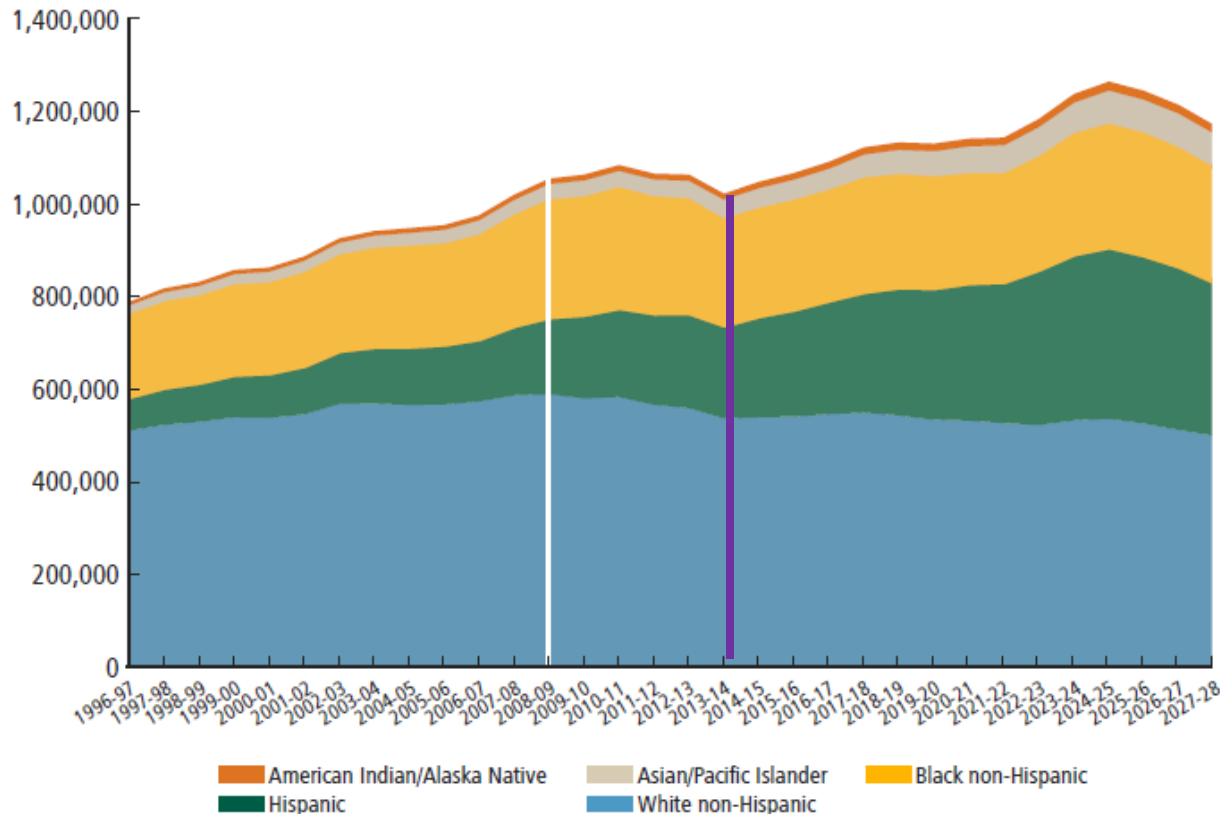
*The decline is most pronounced amongst White, non-Hispanics, who are projected to decrease by more than 22 percent. Similarly, African American and American Indian/Alaska native are also expected to have significant declines. This is particularly alarming for Penn as the Northeast is an important region for African American student recruitment.*



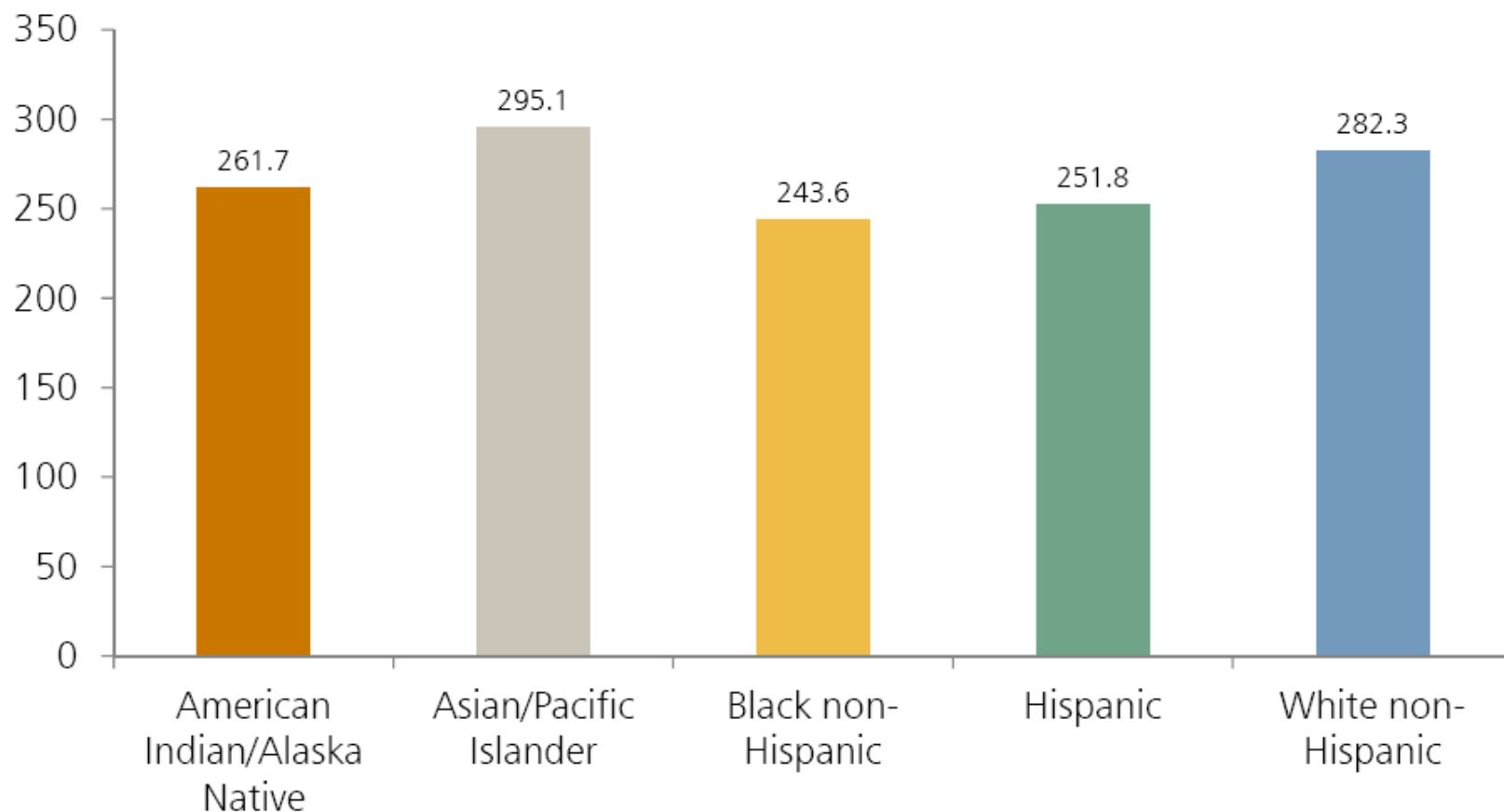
# South: The largest region and the one with the most steady growth



*The of high school graduates in the South will be driven by the significant increases in Hispanic graduates, followed by Asian graduates. By 2017 the Hispanics in the South will eclipse Black, non-Hispanic as the largest minority group. White, non-Hispanic graduates will decline but not as severely as in other regions.*



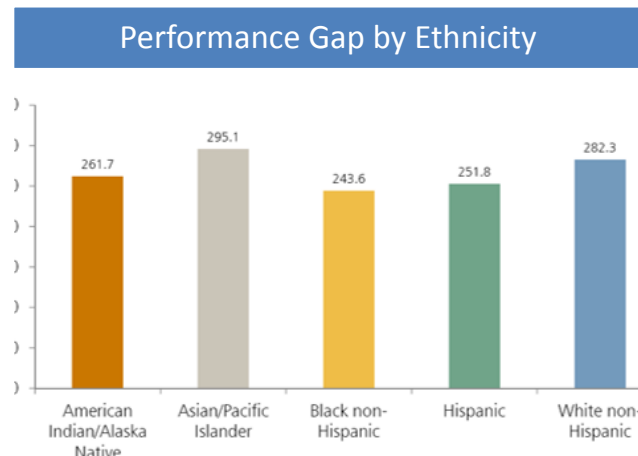
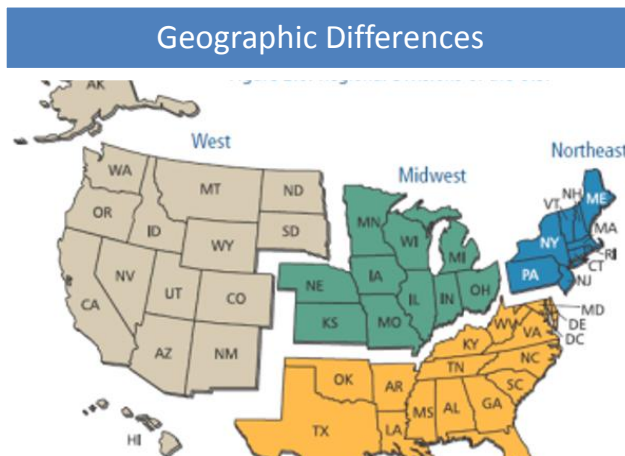
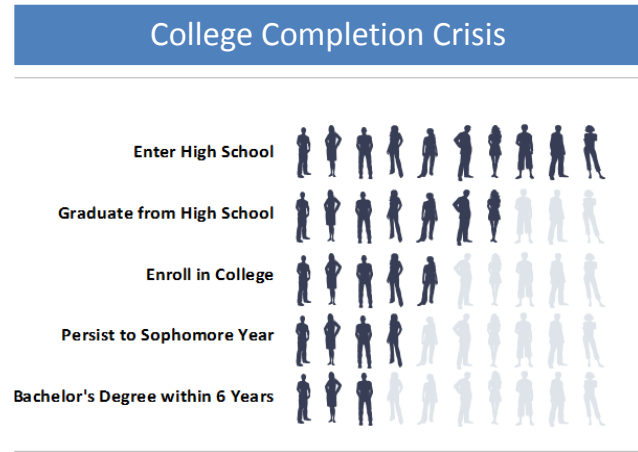
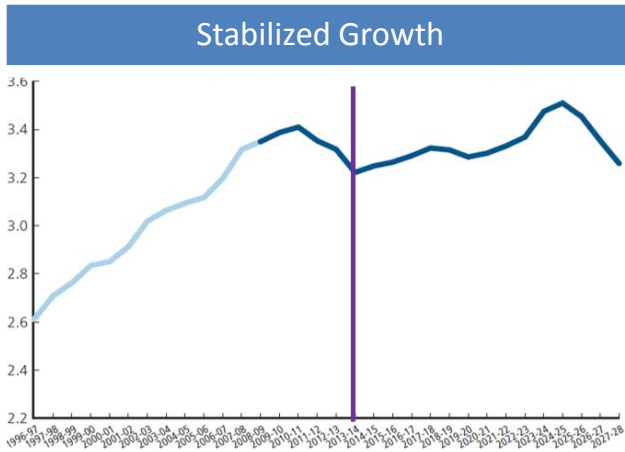
# Composite NAEP Reading and Math Scores for 12<sup>th</sup> Graders in 2009, by Race/Ethnicity



*Note:* Composite scores are the average of the Math and Reading scores for 12<sup>th</sup> graders tested in 2009; Math scores (0 to 300) were converted to fit the Reading scale of 0 to 500.

*Source:* National Center for Education Statistics, NAEP Data Explorer

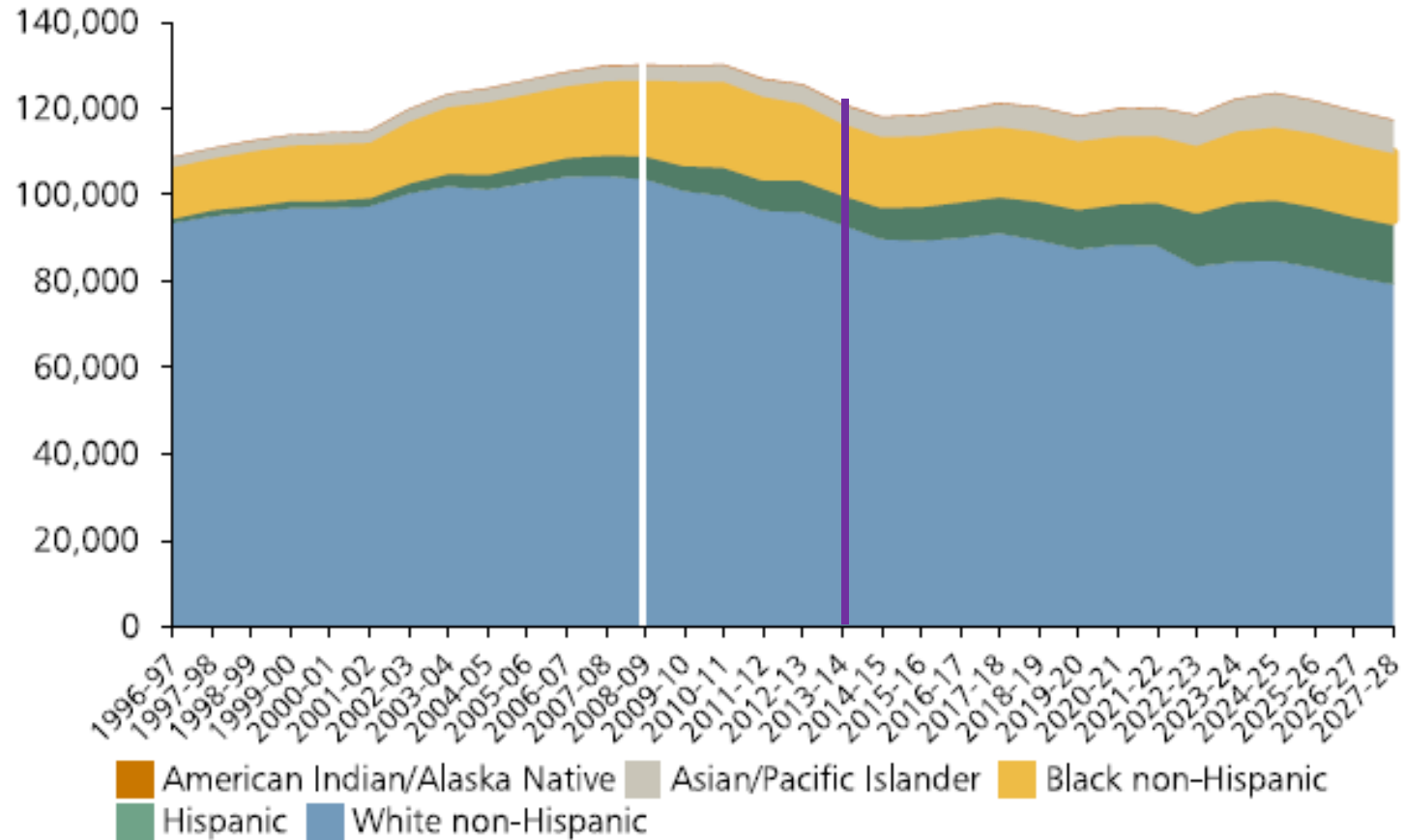
# Given these perspectives what are the implications for the University of Pennsylvania





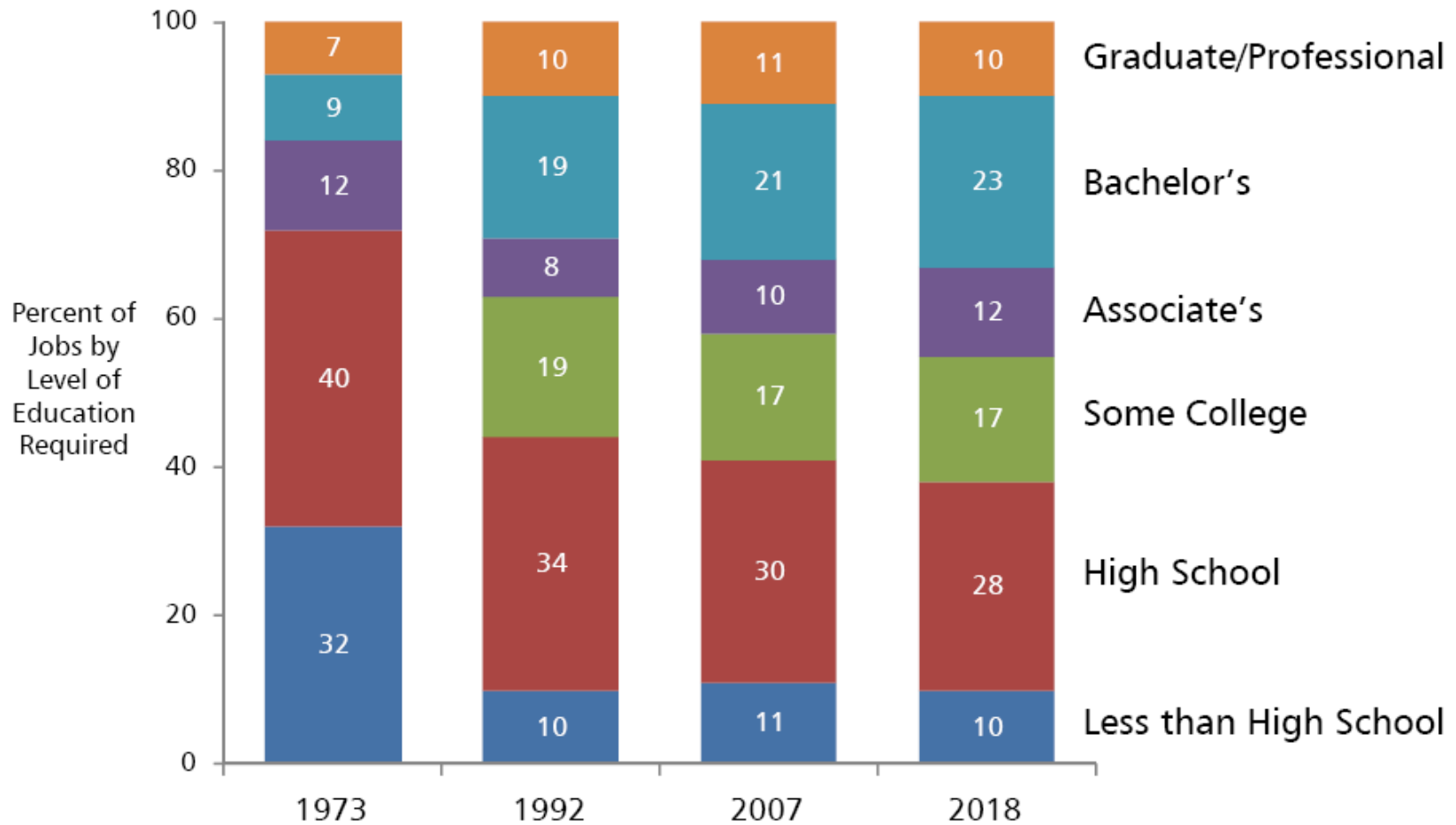
# A Closer Look at Pennsylvania

Public High School Graduates in the South by Race/Ethnicity 1996-97 to 2008-09 (Actual) and 2009-10 to 2027-28 (Projected) Fig 3.18



Source: WICHE, Knocking at the College Door, 2012

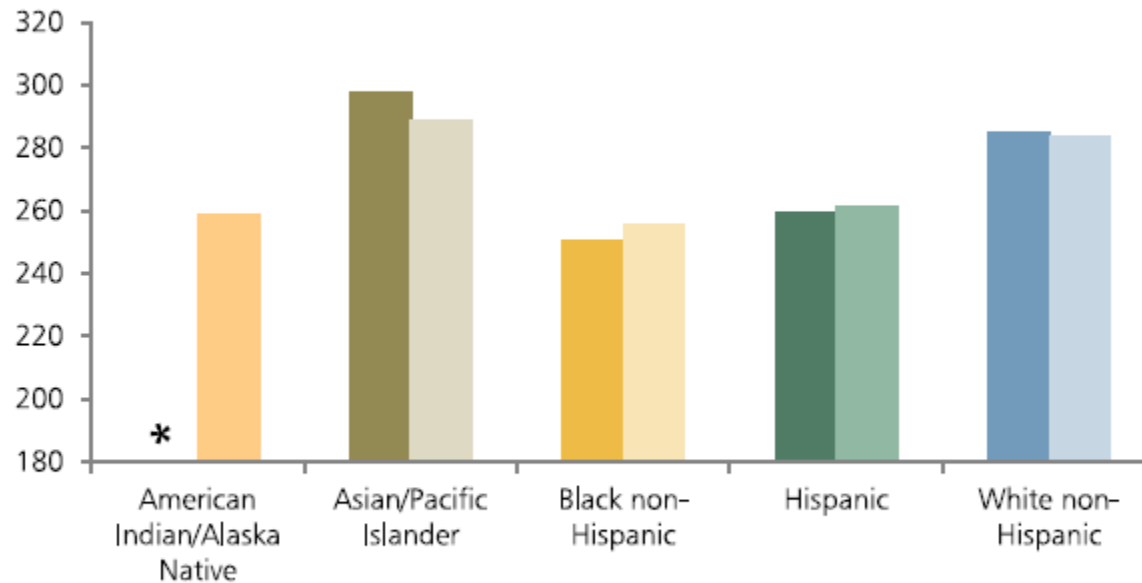
# Education Requirements for Workforce Participation



Note: In 1973, some college and associate degrees were in the same category.  
 Source: Georgetown University Center on Education and the Workforce.

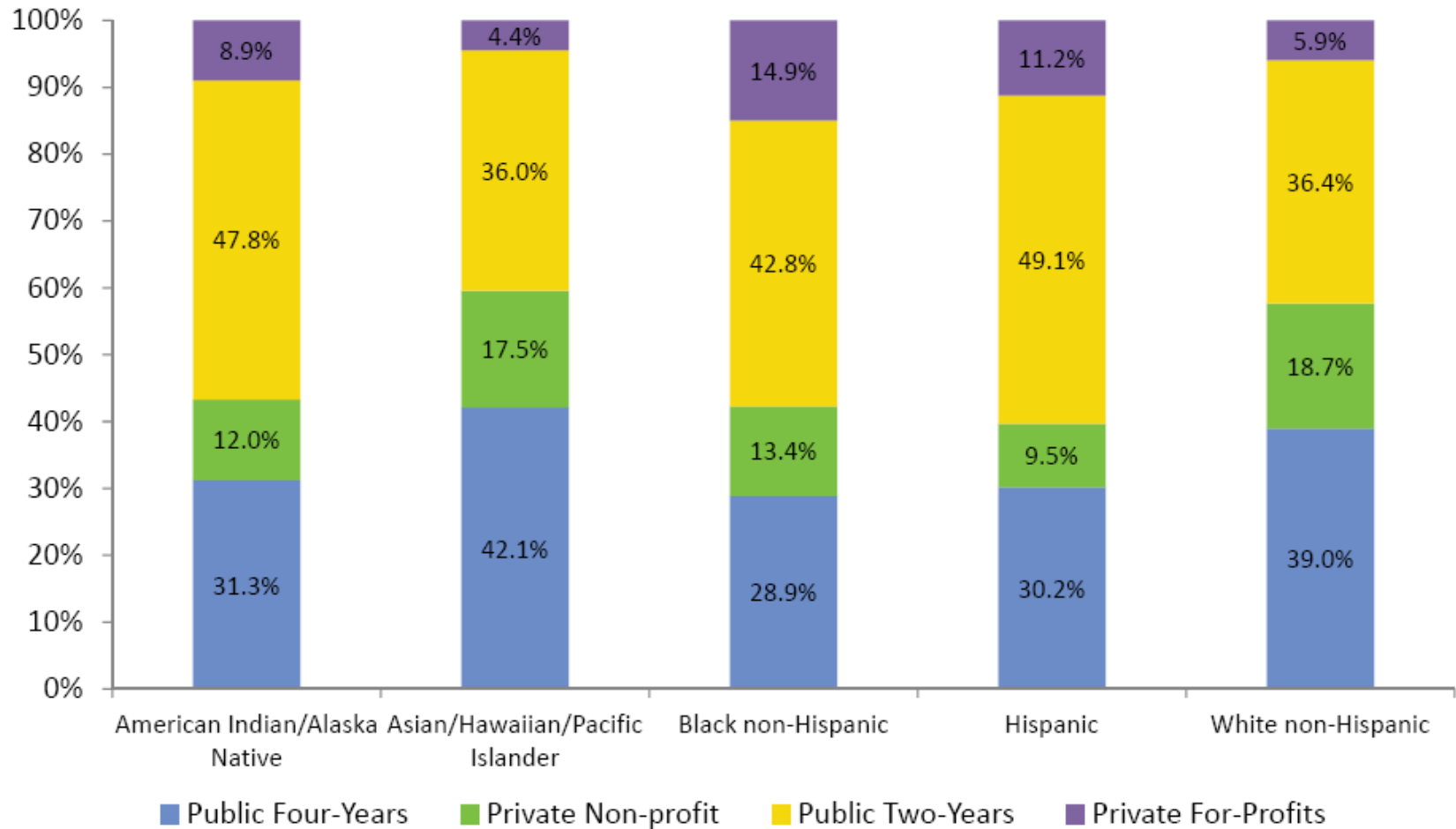
# Pennsylvania

Composite Math and Reading Scores by Race/Ethnicity<sup>2</sup>



Note: Pennsylvania in darker shades; U.S. in lighter shades. \*Reporting standards were not met and no score is available.

# First-Time Undergraduate Enrollment of Racial/Ethnic Groups by Sector, 2010-11



Note: Figures represent degree/certificate-seeking students at degree-granting Title IV-eligible institutions.

Source: NCES IPEDS.

**Thank you!**

**Questions and Discussion**

Powerpoint Presentation can be found  
this evening at:  
[www.bergenfield.org](http://www.bergenfield.org)