What Should School Systems Expect During the Transition to the Common Core and Consortia Assessments?

Content provided by NWEA.
What Should School Systems Expect During the Transition to the Common Core and Consortia Assessments?

John Cronin, Ph.D.
Director
The Kingsbury Center @ NWEA
Why this new set of standards?

• What was the motivation behind the move towards the Common Core?
  – No longer concerned with student “proficiency”
  – Shift in focus to preparation of students for college and career
  – Higher aspirations more in line with what students and parents want
Why this new set of standards?

What was the motivation behind the move towards the Common Core?

- No longer concerned with student “proficiency”
- Shift in focus to preparation of students for college and career
- Higher aspirations more in line with what students and parents want

What are some of the changes we might expect to see as a result of this transition?

- Changes in student performance (especially percentage of students meeting new benchmarks)
- Changes in format, score, types, etc. of new test items
- Changes in content assessed on new assessments
Changes in Student Test Performance
NY Times article repeatedly addresses “drops in scores”

But did test scores really “sink” in New York?

Perceptions of Changes in New York
Estimated Changes in Cut Scores on the New York State Mathematics Assessment
<table>
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<tr>
<th>District</th>
<th>Spring 2012</th>
<th>Spring 2013</th>
<th>Difference</th>
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Estimated 4th grade cut score = 220
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<td>13.5%</td>
<td>-23.3%</td>
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Estimated change in MAP Grade 4 estimated proficiency rates in math

DIFFERENT CUT SCORES
### Estimated Change in MAP Grade 4 Estimated Proficiency Rates in Math

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SAME CUT SCORES
Changes in Item Type, Format, Length, etc.
Drag one number into each box to complete the subtraction problem shown.
Scott's soup recipe for 4 servings has 3 carrots and 2 celery sticks.

A. Drag carrots and celery sticks into the pot to show how much Scott needs for 8 servings.

Paul's soup has tomatoes and potatoes.

B. Drag numbers into the boxes to show the ratio of tomatoes to potatoes.
Ovid’s Metamorphoses: Daedalus and Icarus
“But Daedalus abhorred the Isle of Crete—and his long exile on that sea-girt shore, increased the love of his own native place. ‘Though Minos blocks escape by sea and land,’ He Said, ‘The unconfined skies remain though Minos may be lord of all the world his sceptre is not regnant of the air, and by that untried way is our escape.’”
Ovid's *Metamorphoses*: Daedalus and Icarus

But Daedalus abhorred the Isle of Crete--
and his long exile on that sea-girl shore,
increased the love of his own native place.
"Though Minos blocks escape by sea and land."
He said, "The unconfined skies remain
though Minos may be lord of all the world
his sceptre is not regnant of the air,
and by that untried way is our escape."
This said, he turned his mind to arts unknown
and nature unrevealed. He fashioned quills
and feathers in due order -- softly formed
from small to large, as any rustic pipe
from straws unequal slants. He bound with thread
the middle feathers, and the lower fixed
with pliant wax; till so, in gentle curves
arranged, he bent them to the shape of birds.

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.

and by his playfulness retard the work
his anxious father planned.
But when at last
the father finished it, he poised himself,
and lightly floating in the winnowed air
waved his great feathered wings with bird-like ease.
And, likewise he had fashioned for his son
such wings; before they ventured in the air
he said, "My son, I caution you to keep
the middle way, for if your pinions dip
too low the waters may impede your flight
and if they soar too high the sun may scorch them.
Fly midway. Gaze not at the boundless sky,
far Ursa Major and Bootes next.
Nor on Orion with his flashing brand,
but follow my safe guidance."
As he spoke
he fitted on his son the plumed wings
with trembling hands, while down his withered cheeks
the tears were falling. Then he gave his son
a last kiss, and upon his gliding wings
assumed a careful lead solicitous.

Excerpt from "Daedalus and Icarus", from Ovid's *Metamorphoses* Volume Two.
Copyright © 1941 by Trendhard Mere, Jr. Used by permission.
Ovid's *Metamorphoses*: Daedalus and Icarus

But Daedalus abhored the Isle of Crete—
and his long exile on that sea-girl shore,
increased the love of his own native place.
"Though Minos blocks escape by sea and land," he said.
"The unconfined skies remain
wherein Minos may be lord of all the world
his sceptre is not regnant of the air,
and by that untied way is our escape."
This said, he turned his mind to arts unknown
and nature unrevealed. He fashioned quills
and feathers in due order—softly formed
from small to large, as any rustic pipe
from straws unequal slants. He bound with thread
the middle feathers, and the lower fixed
with pliant wax; still so, in gentle curves arranged, he bent them to the shape of birds.

While he was working, his son Icarus,
with smiling countenance and unaware
danger to himself, perchance would chase
the feathers, ruffled by the shifting breeze,
or soften with his thumb the yellow wax,
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As he spoke
he fitted on his son the plumed wings
with trembling hands, while down his withered cheek
the tears were falling. Then he gave his son
a last kiss, and upon his gliding wings
assumed a careful lead solicitous.

As when the bird leads forth her tender young,
from high-slung nest to try the yielding air;
so he prevailed on willing Icarus,
encouraged and instructed him in all
the fatal art: and as he waved his wings
looked backward on his son.
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.

Upon the left
they passed by Samos, Juno's sacred isle;
Delos and Paros too, were left behind;
and on the right Lebuthus and Calymnus,
fruitful in honey. Proud of his success,
the foolish Icarus forsok his guide,
and, bold in vanity, began to soar,
rising upon his wings to touch the skies;
but as he neared the scorching sun, its heat
softened the fragrant wax that held his plumes;
and heat increasing melted the soft wax—
he waved his naked arm instead of wings,
with no more feathers to sustain his flight.
And as he called upon his father's name
his voice was smothered in the dark blue sea,
now called Icarian from the dead boy's name.

The unlucky father, not a father, called,
"Where are you, Icarus?" and "Where are you?
In what place shall I seek you, Icarus?"
He called again; and then he saw the wings
of his dear Icarus, floating on the waves;
and he began to rail and curse his art.
He found the body on an island shore,
now called Icaria, and at once prepared
to bury the unfortunate remains;
but while he labored a part partridge near,
occluded from the covert of an oak,
and whistled his unnatural delight.

Know you the cause? "Twas then a single bird,
the first one of its kind; "Twas never seen
before the sister of Daedalus had brought
him Perdix, her dear son, to be his pupil.
And as the years went by the gifted youth.
Ovid's Metamorphoses: Daedalus and Icarus

But Daedalus abhorred the Isle of Crete—and his long exile on that sea-girl shore, increased the love of his own native place. "Though Minos blocks escape by sea and land," he said. "The unfenced skies remain though Minos may be lord of all the world, his sceptre is not regnant of the air, and by that untired way is our escape." This said, he turned his mind to arts unknown and nature unrevealed. He fashioned quills and feathers in due order—softly formed from small to large, as any rustic pipe from straw unequal slants. He bound with thread the middle feathers, and the lower fixed with pilax wax; till so, in gentle curves arranged, he bent them to the shape of birds. 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. and by his playfulness retard the work his anxious father planned. But when at last the father finished it, he poised himself, and lightly floating in the winnowed air waved his great feathered wings with bird-like ease. And, likewise he had fashioned for his son such wings; before they ventured in the air he said, "My son, I caution you to keep the middle way, for if your pinions dip too low the waters may impede your flight; and if they soar too high the sun may scorch them. Fly midway. Gaze not at the boundless sky, far Ursa Major and Bootes next. Nor on Orion with his flashing brand, but follow my safe guidance." As he spoke he fitted on his son the plumed wings with trembling hands; while down his withered cheek the tears were falling. Then he gave his son a last kiss, and upon his gliding wings assumed a careful lead solicitous.

As when the bird leads forth her tender young, from high-swung nest to try the yielding air; so he prevailed on willing Icarus, encouraged and instructed him in all the fatal art: and as he waved his wings looked backward on his son. 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. Upon the left they passed by Samos, Juno's sacred isle; Delos and Paros too, were left behind; and on the right Lebinthus and Calymne, fruitful in honey. Proud of his success, the foolish Icarus forsake his guide, and, lost in vanity, began to soar, rising upon his wings to touch the skies; but as he neared the scorching sun, its heat softened the fragrant wax that held his plumes; and heat increasing melted the soft wax—he waved his naked arms instead of wings, with no more feathers to sustain his flight. And as he called upon his father's name his voice was smothered in the dark blue sea, now called Icarian from the dead boy's name. The unlucky father, not a father, called, "Where are you, Icarus?" and "Where are you? In what place shall I seek you, Icarus?" He called again; and then he saw the wings of his dear Icarus floating on the waves; and he began to reel and curse his art. He found the body on an island shore, now called Icaria, and at once prepared to bury the unfortunate remains; but while he labored a pent pheasant near, observed him from the covert of an oak, and whistled his unnatural delight. Know the cause? 'Twas then a single bird, the first one of its kind. I was never seen before the sister of Daedalus had brought him Perdix, her dear son, to be his pupil. And as the years went by the gifted youth began to rival his instructor's art. He took the jagged backbone of a fish, and with it as a model made a saw, with sharp teeth fashioned from a strip of iron. And he was first to make two arms of iron, smooth hinged upon the back, so that one would make a pivot while the other, turned, described a circle. Wherefore Daedalus enraged and envious, sought to slay the youth and cast him headlong from Minerva's lane—then spread the rumor of an accident. But Pallas, goddess of ingenious men, saving the pupil changed him to a bird, and in the middle of the air he flew on feathered wings; and so his active mind—and vigor of his genius were absorbed into his wings and feet; although the name of Perdix was retained.

The Partridge hides in shaded places by the leafy trees; its nested eggs among the bush's twigs; nor does it seek to rise in lofty flight, for it is mindful of its former fall.
Grade 10 EBSR from Literary Analysis Task

SAMPLE ITEM

Part A
Which of the following sentences best states an important theme about human behavior as described in Ovid’s “Daedalus and Icarus”?  

- a. Striving to achieve one’s dreams is a worthwhile endeavor.  
- b. The thoughtlessness of youth can have tragic results.  
- c. Imagination and creativity bring their own rewards  
- d. Everyone should learn from his or her mistakes.

Part B
Select three pieces of evidence from Ovid’s “Daedalus and Icarus” that support the answer to Part A.

- a. “and by his playfulness retard the work/his anxious father planned” (lines 310-311)  
- b. “But when at last/the father finished it, he poised himself” (lines 312-313).  
- c. “he fitted on his son the plumed wings/ with trembling hands, while down his withered cheeks/the tears were falling” (lines 327-329).  
- d. “Proud of his success/ the foolish Icarus forsook his guide” (lines 348-349).  
- e. “and, bold in vanity, began to soar/rising upon his wings to touch the skies”  
- f. “and as the years went by the gifted youth/began to rival his instructor’s art”  
- g. “Wherefore Daedalus/enraged and envious, sought to slay the youth”  
- h. “The Partridge hides/in shaded places by the leafy trees...for it is mindful of its former fall”

Passage
Excerpt from “Daedalus and Icarus”, from Ovid’s Metamorphoses Volume Two. Copyright © 1941 by Trenchard More, Jr. Used by permission.

“To A Friend Whose Work Has Come To Triumph” Reprinted by permission of SLL/Sterling Lord Literistic, Inc. Copyright by Anne Sexton.
SAMPL ITEM

Read all parts of the question before responding.

Part A

What is one main idea of “How Animals Live”?

☐ a. There are many types of animals on the planet.
☐ b. Animals need water to live.
☐ c. There are many ways to sort different animals.
☐ d. Animals begin their life cycles in different forms.

Part B

Which detail from the article best supports the answer to Part A?

☐ a. “Animals get oxygen from air or water.”
☐ b. “Animals can be grouped by their traits.”
☐ c. “Worms are invertebrates.”
☐ d. “All animals grow and change over time.”
☐ e. “Almost all animals need water, food, oxygen, and shelter to live.”

Passage

“How Animals Live”

From SCOTT FORESMAN SCIENCE: HOW ANIMALS LIVE by Lisa Oram. Copyright © 2006 Pearson Education, Inc., or its affiliates. Used by permission. All Rights Reserved.

For More Item Specific Information

GR 3 PARCC ELA Item 1.pdf
Read the selection below. Answer questions XX–XX.

How Animals Live
by Lisa Oram

How are animals grouped?

What All Animals Need

1. Almost all animals need water, food, oxygen, and shelter to live.
2. Animals get water from drinking or eating food. They get food by eating plants or other animals.
3. Animals get oxygen from air or water. Many land animals breathe with lungs. Many water animals breathe with gills.
4. Animals need shelter. Some animals find or build shelter. Other animals grow hard shells to protect themselves.

Ways Of Grouping Animals

5. Animals can be grouped by their traits. A trait is the way an animal looks or acts. Animals get traits from their parents. Traits can be used to group animals.

Animals with Backbones

6. Animals with backbones belong to one group. A vertebrate is an animal with a backbone. Vertebrates' backbones grow as they get older. Fish, snakes, and cats are all vertebrates. Vertebrates can look very different.
7. Fish are vertebrates that live in water. Fish have scaly skin. They breathe through gills.
8. Amphibians are vertebrates. They can live in water. They can also live on land. Amphibians breathe through gills when they are young. They also get oxygen through their skin. As they grow, they develop lungs. Toads and frogs are amphibians.

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Read the selection below. Answer questions 20-25.

How Animals Live
by Lisa Oram

9. Reptiles are vertebrates with scaly skin. Crocodiles and alligators are reptiles. They breathe through lungs. Snakes, lizards, and turtles are reptiles, too.

10. Birds are vertebrates that breathe through lungs. They have bills instead of teeth. Wings and light bones help most birds fly. Their feathers keep them warm.

11. Mammals are vertebrates. Mammals have hair on their bodies. This keeps them warm. They breathe through lungs. Mammals feed milk to their young.

Animals Without Backbones

12. Most animals do not have backbones. These animals are called invertebrates.

13. Most invertebrates do not grow as big as vertebrates. Invertebrates make up most of the animals on Earth. There are many more invertebrates than vertebrates. Sea jellies, butterflies, and clams are all invertebrates.

14. Worms are invertebrates. They have long, soft bodies. Worms do not have legs. They slide and wiggle through the ground to move. Earthworms live in soil and keep it healthy.

15. Insects, spiders, and crabs are arthropods. Arthropods are the largest group of invertebrates. They have skeletons on the outsides of their bodies. They also have legs with joints.

How do animals grow and change?

Life Cycles

16. All animals grow and change over time. These changes are called a life cycle. Animals start as an egg. Some animals lay their eggs. The eggs hatch when the young animals are ready. Other animals grow from eggs inside their mother’s body. Those mothers give birth to live young. Some animals begin life looking like their parents. Others look different.

A Butterfly’s Life Cycle

17. A butterfly begins life as an egg. A caterpillar, or larva, hatches from the egg. A larva is a young insect. The caterpillar eats and grows. Soon it spins a hard covering, or chrysalis, around itself. The larva is now a pupa. It grows and changes. It becomes an adult butterfly. The butterfly breaks open the chrysalis and crawls out. Butterflies lay eggs. After laying eggs, butterflies die. Then the life cycle of the butterfly is complete.

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Read the selection below. Answer questions XX:

How Animals Live
by Lisa Oram

How are animals grouped?

What All Animals Need
1. Almost all animals need water, food, oxygen, and energy.
2. Animals get energy from eating other animals.
3. Animals get oxygen from the air or water.
4. Animals need shelter.

Ways of Grouping Animals
5. Animals can be grouped by their traits. A trait is a characteristic shared by all members of a group.

Animals with Backbones
6. Animals with backbones belong to one group. Fish, reptiles, birds, and mammals are all vertebrates. Vertebrates can look very different.
7. Fish are vertebrates that live in water. Fish have gills.
8. Amphibians are vertebrates. They can live in water and on land. Amphibians breathe through gills when they are in water and through their skin when they are on land.

Animals Without Backbones
9. Reptiles are vertebrates with scaly skin. Crocodiles and snakes are reptiles. They breathe through lungs. Snakes, lizards, and turtles are reptiles.
10. Birds are vertebrates that breathe through lungs. They have feathers and can fly. The birds need warm.
11. Mammals are vertebrates. Mammals have hair on their bodies. They breathe through lungs. Mammals feed their young with milk.

Some Vertebrate Life Cycles
12. Most animals do not have backbones. These animals are called invertebrates.
13. Most invertebrates do not have backbones. They are called invertebrates. Invertebrates include sea jellies, butterflies, and crabs.
14. Worms are invertebrates. They have soft bodies. They slide and wiggle through the ground to move. Earthworms keep the soil healthy.
15. Insects, spiders, and crabs are arthropods. Arthropods include shrimp and crabs. They have skeletons on the outside. They also have joints.

How do animals grow and change?

Life Cycles
16. All animals grow and change over time. These changes include growth and development. Animals start as an egg. Some animals lay their eggs. Others give birth to live young. Young animals look like their parents.

A Butterfly’s Life Cycle
17. A butterfly begins life as an egg. A caterpillar, or larva, hatches from the egg. The caterpillar eats and grows. Some animals lay their eggs. Others give birth to live young. Some animals look like their parents.

A Mammal’s Life Cycle
18. Vertebrate life cycles can be different. Some vertebrates go through many changes as they grow. Others hardly change at all.

A Frog’s Life Cycle
19. Frogs go through many changes. They start life in the water as eggs. Tadpoles hatch from the eggs. They breathe with gills and live underwater. The tadpole grows lungs and legs, and turns into an adult. Most adult frogs live near water.

A Mammal’s Life Cycle
20. Most mammals develop inside their mother’s body. Young mammals drink milk from their mothers. They have either hair or fur. Many young mammals look a lot like their parents soon after they are born.
Changes in Content Assessed on New Assessments
The Research

• All New York students who took the NWEA Common Core aligned MAP test in the fall of 2012.
• Fall 2012 was first term in which the Common Core was the curriculum for New York students.
• Subgoal performance was analyzed by evaluating student response to over 1,000,000 items in each subject.
Gray box represents the range of scale scores that are one standard deviation above or below the grade-level mean.
The line shows items’ range of difficulty (one standard deviation). This gives an indication of how difficult the skills being measured are in relation to the scale.
Grade 5 - Mathematics

- Represent and Interpret Data
- Represent and Solve Problems
- Understand Place Value, Counting, and Cardinality
- Reason with Shapes, Attributes, & Coordinate Plane
- Number and Operations in Base Ten
- Geometric Measurement and Problem Solving
- Analyze Patterns and Relationships
- Number and Operations - Fractions

The box represents the difference between the average items difficulty value and the student’s actual performance on that item.

A red box indicates that students underperformed relative to the item’s difficulty.
Grade 6 – Mathematics

Using Sampling and Probability to Make Decisions
Perform Operations
Expressions and Equations
Interpreting Categorical and Quantitative Data
Ratios and Proportional Relationships
Extend and Use Properties
Congruence, Similarity, Right Triangles, & Trig
Geometric Measurement and Relationships
Use Functions to Model Relationships
Grade 1 – English/Language Arts
Grade 3 – Reading
Implications of These Changes
How has student performance changed?

With the transitions to new standards and assessments, what do you actually know about how student performance has changed? Has performance improved or declined?
Did (insert program here) work?

Test results on a different scale may impact the interpretation of the efficacy of district programs or interventions.

Is the program effectively helping students?
How will parents or the public view your school/district?

If student performance “appears” to decline, what message does that send to the broader public?

Could the perception of your school/district be skewed?
What should you do during this transition?

**Maintain Own Longitudinal Data Systems**
- Data consistency
- Understand how students are progressing from year to year
- Can compare results from own data to state testing data
What should you do during this transition?

Maintain Own Longitudinal Data Systems

Promote Data Literacy in Your School
- Important so educators fully understand how students are performing in their school
- Can understand and communicate if changes in student performance are consistent with changes in achievement
- Can more effectively communicate changes in student performance to parents and families
What should you do during this transition?

- Maintain Own Longitudinal Data Systems
- Promote Data Literacy in Your School
- Have a Proactive Communication Plan
  - Educate parents and the public about what is likely going to occur in your school district, given what is occurring in other states
  - Describe how changes in cut scores will impact interpretation of student performance (different than changes in achievement)
What should you do during this transition?

- Maintain Own Longitudinal Data Systems
- Promote Data Literacy in Your School
- Have a Proactive Communication Plan
Thank you for attending!

Presenter - John Cronin, Ph.D.

To contact us:
503-624-1951
rebecca.moore@nwea.org