



The Partnership for Assessment of Readiness for College and Careers (PARCC)

21st Century Knowledge and Skills

University of Southern California

Center for Enrollment Research, Policy, and Practice

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Overview

- There is a **national commitment to improve the educational outcomes** for children in America
 - **Increase** the number of students that are prepared for success in college and careers
 - **Strengthen** the nation's ability to compete in a global economy
- To support these goals, states are working individually and collectively to **improve its academic standards and assessments**
- Higher Education's role in this educational reform movement is **critical**
 - **Help** to determine what students need to know to be prepared academically for college
 - **Assist** our K-12 partners align their curriculum standards with higher education expectations

ADP Research Documents

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.



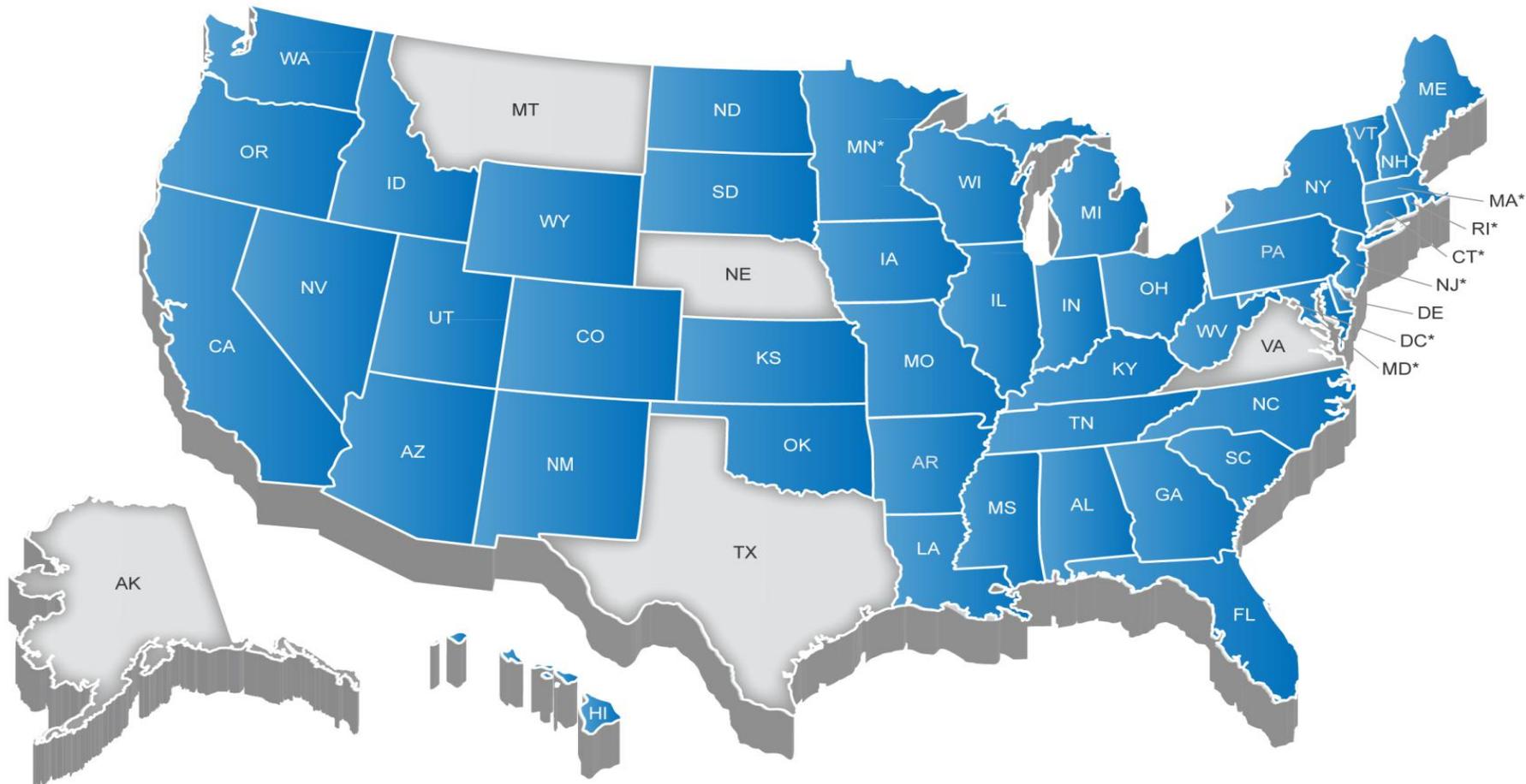
Common Core Initiative Mission

The Common Core State Standards –

- Provide a **consistent, clear** understanding of what students are expected to learn, so teachers and parents know what they need to do to help them.
- Designed to be robust and **relevant to the real world**, reflecting the knowledge and skills that our young people need for success in college and careers.
- With American students fully prepared for the future, our communities will be best positioned to **compete successfully** in the global economy.

Source: The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO)

45 States + DC Have Adopted the Common Core State Standards



*Minnesota adopted the CCSS in ELA/literacy only



Key Advances of the Common Core

MATHEMATICS

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

Procedural fluency and understanding of concepts and skills

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

High school standards organized by conceptual categories

ENGLISH LANGUAGE ARTS/LITERACY

Balance of literature and informational texts; focus on text complexity

Emphasis on argument, informative/explanatory writing, and research

Speaking and listening skills

Literacy standards for history, science and technical subjects

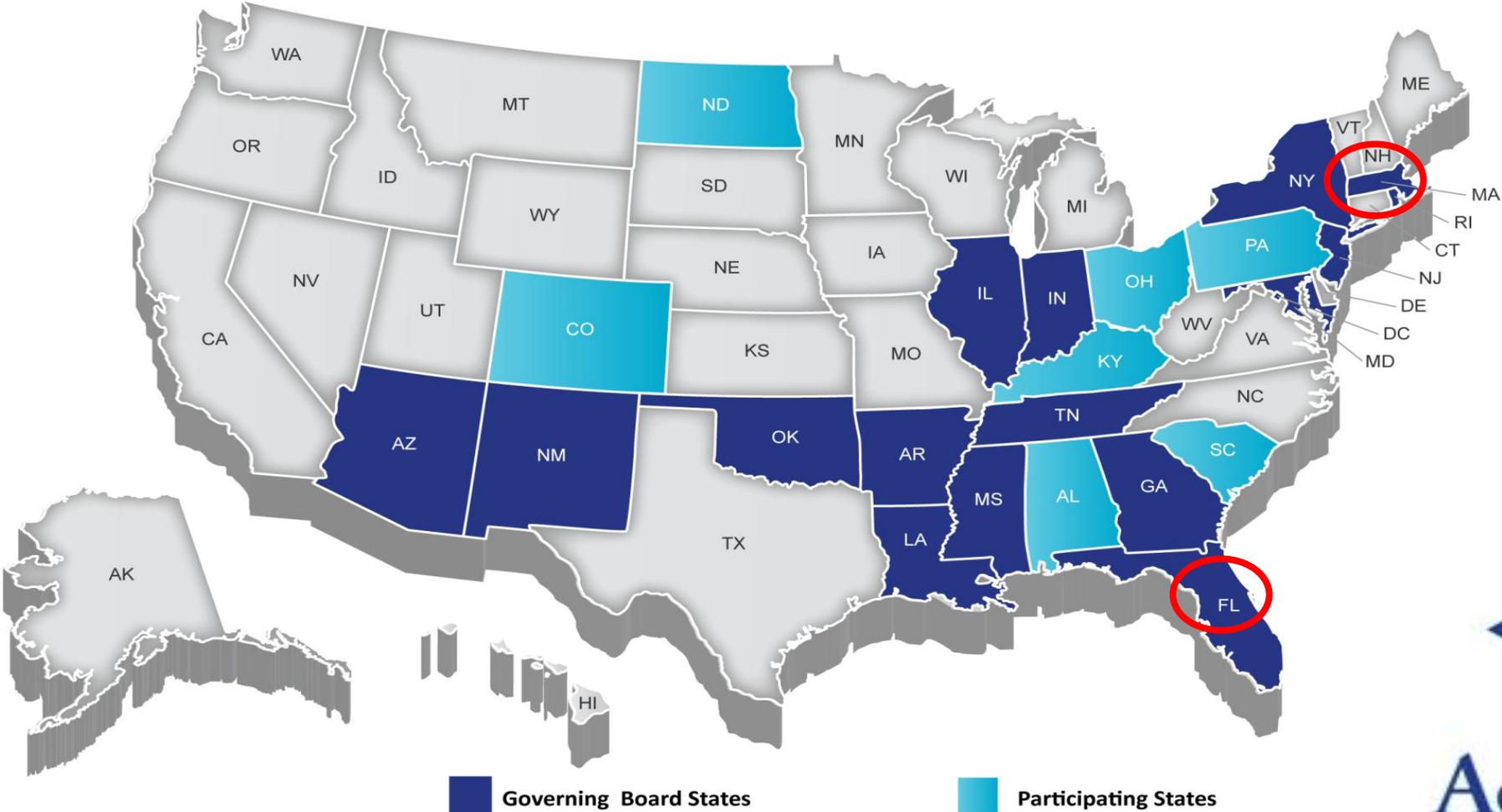
ANCHORED IN COLLEGE AND CAREER READINESS



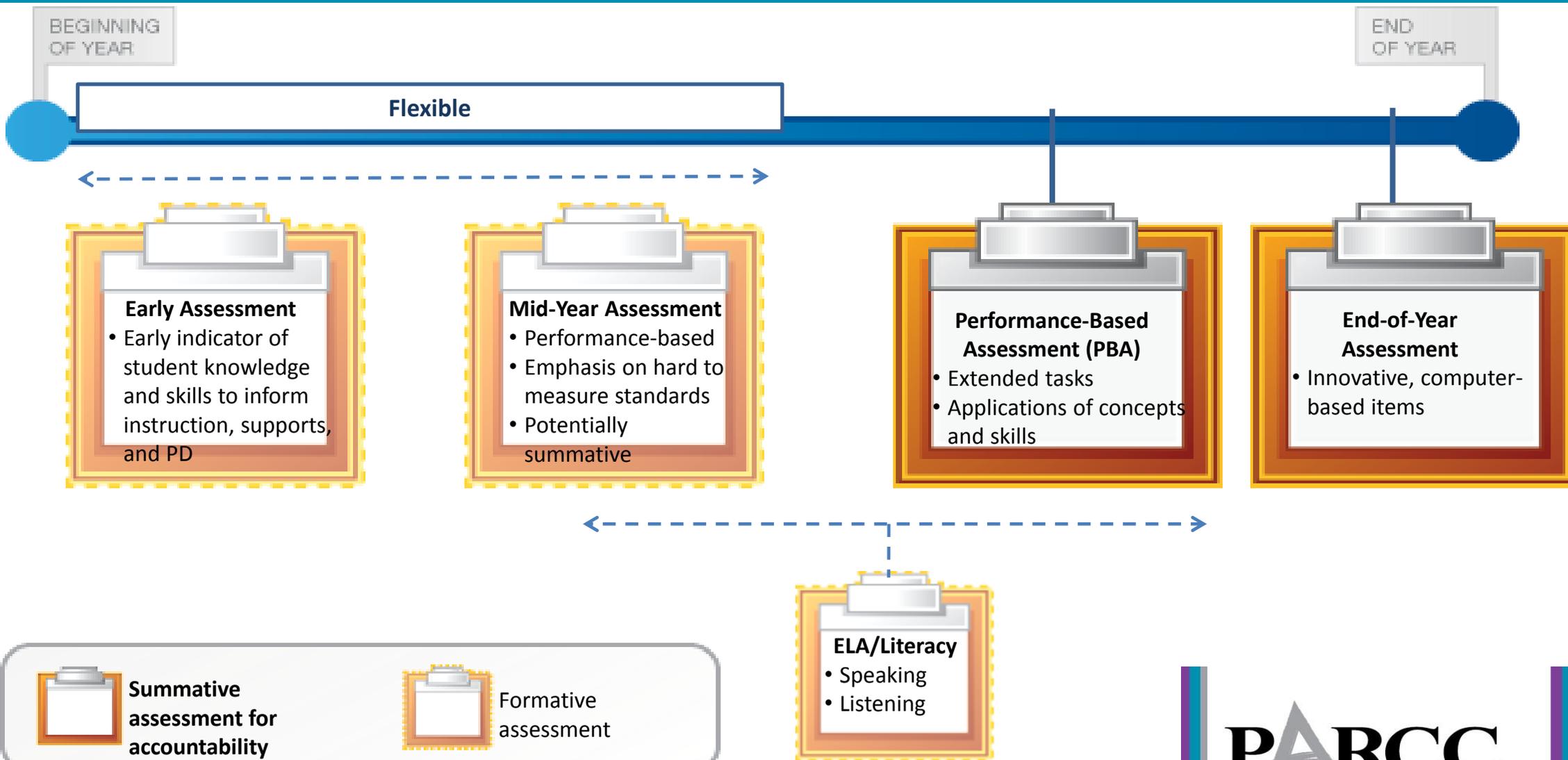
Important to Higher Education Faculty: Application of College-Ready Standards

- ***Colleges and universities want students to...***
 - **Conduct research and apply that research** to solve problems or address a particular issue
 - **Identify areas for research**, narrow those topics and adjust research methodology as necessary, and evaluate and synthesize primary and secondary resources as they develop and defend their own conclusions
 - **Apply skills and knowledge across the content areas** to solve real-world problems
- ***Standards ask students to...***
 - **Conduct** short, focused projects and longer term in-depth research
 - **Gather** relevant, credible information from multiple print and digital sources
 - **Produce** clear and coherent writing whatever the selected format
 - **Communicate** research findings (speaking and listening skills) and mathematical thinking
 - **Model** quantitative problems with mathematics
 - **Persevere** in solving problems
 - **Make** arguments and **critique** arguments of others

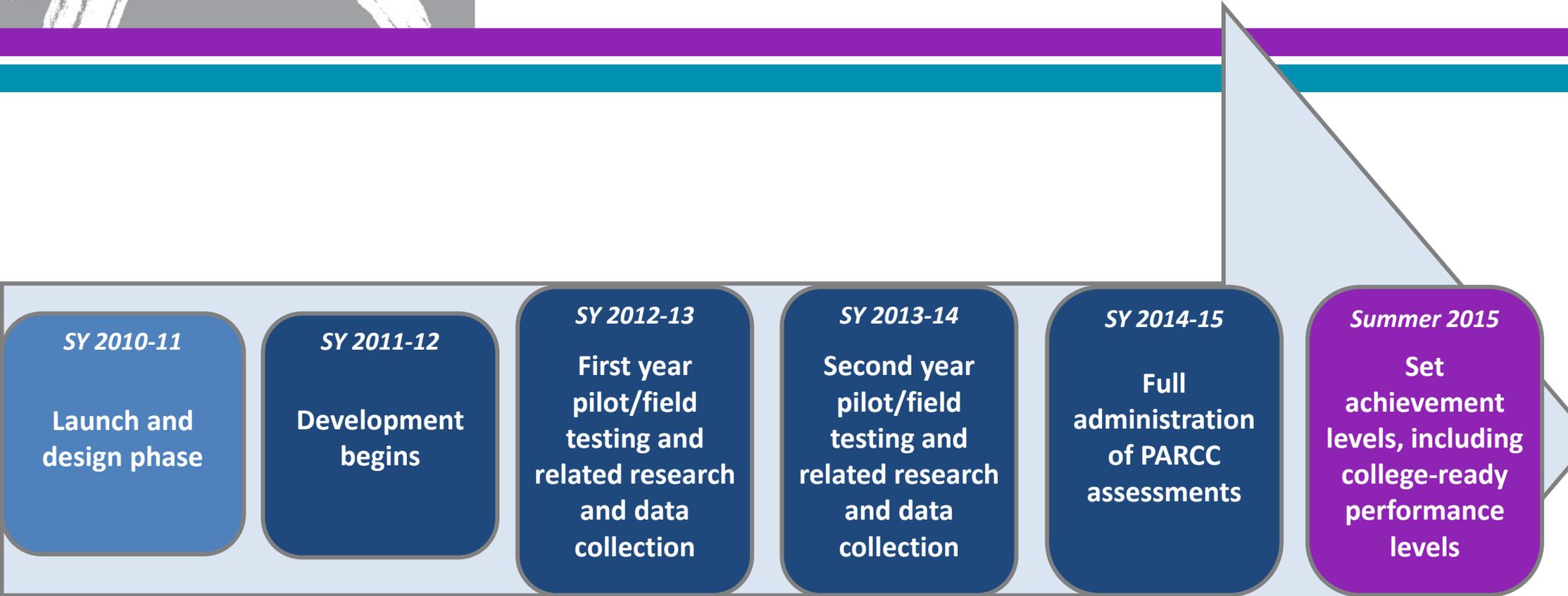
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Create High-Quality Assessments



PARCC Timeline





Higher Education: Key PARCC Partner

- **Colleges and universities across all 25 PARCC states are committed as partners**
- **Role of Higher Education:**
 - **Partner** with K-12 to develop college-ready high school assessments in English and mathematics acceptable to all PARCC colleges and universities
 - **Guide** long-term strategy to engage *all* colleges and universities in PARCC states
 - **Lay groundwork** for implementation of college-ready high school assessments as valid placement instruments for credit-bearing courses
- **PARCC college-ready assessments will help students to**
 - **Enter** colleges better prepared
 - **Persist** in and complete degree and certificate programs



College Readiness: Placement NOT Admission

College Readiness

- Mastery of core competencies in Common Core State Standards identified by postsecondary education faculty as key to success in entry-level, credit-bearing courses in English and mathematics
- Placement into “General Education types” of English (101) and College Algebra
- Not intended to determine admission to college or university
- Does not replace college/university tests to place students into higher level mathematics and English courses
- Does not address non-traditional students who delay enrollment

PARCC States: College Readiness Benchmarks

	ACT	SAT	PARCC STATES ACT			PARCC STATES SAT		
			Low	High	Median	Low	High	Median
CRITICAL READING (SAT)/ ENGLISH (ACT)	18	500 (50%)	17	21	19	400	600	450/500
MATH (SAT)/ COLLEGE ALGEBRA (ACT)	22	500 (54%)	16	22	19	400	600	460/500

Source: SAT: *The College Board, Wayne Camara, Vice President Research and Development. 65% probability FTF earn 2.7 (B-) or higher.*

ACT: *Issues in College Readiness, 2010. 50% probability of B or better; 75%, C or better.*

PARCC: *PARCC State responses to Remediation Policies, HE 01-11, January 6, 2011*



Higher Education Engagement

Higher education faculty and administrative leaders have participated in the following...

- PARCC Higher Education Kick-off Meeting
- Higher Education Kitchen Cabinet
- K-12 and Higher Education Engagement Meetings/Joint K-12 and Higher Education Leadership Team Meetings
- PARCC Transition and Implementation Institutes
- K-12 and Higher Education Design Meetings/Higher Education Leadership Team Meetings
- Advisory Committee on College Readiness (ACCR) Meeting
- Technical Advisory Groups – Mathematics and English Language Arts/Literacy
- Higher Education Leadership Team



Higher Education Engagement

Advisory Committee on College Readiness (ACCR)

- State executive higher education officers, and system and institution chancellors/presidents from partnership states
- Representatives from national education associations, HSI, and HBCU

Higher Education Leadership Team

- One representative from each PARCC state (Governing and Participating)
- Participates in the development of policies and college-ready assessments
- Structure and coordinate state postsecondary leadership cadres

State Visits

- Higher education commissions and boards, system and institutional academic leadership (presidents, CAOs, provosts), key faculty from colleges of arts and sciences and education



Higher Education Engagement

- **Collaborate** on design parameters
- **Identify** college-ready core competencies in ELA and mathematics in the CCSS
- **Develop** college ready cut scores based upon research and validation
- **Create** better alignment of high school curricula with first-year college courses
- **Develop** “bridge courses” and **explore** dual enrollment policies
- **Target** college readiness supports to help students make the transition from high school to postsecondary institutions



Common Standards and Assessments: Benefits to Higher Education

- **Improved preparation** of incoming students – from all states
- **Better information** about the preparation of incoming students
- **Reduced remediation** rates
- **Increased degree** attainment rates
- Clear **guidance for teacher preparation programs** regarding content and skills teacher at each grade must be prepared to teach
- **Increased academic rigor** in entry-level, credit-bearing college courses
- Better **options for academic interventions** to ensure students remain on-track to college readiness



The Challenge Ahead for Higher Education

- **Identifying a set of core competencies** in English and mathematics reflected in the Common Core State Standards (CCSS) that signal that a student is on-track to be college-ready
- **Agreeing on college-readiness standards** acceptable to all college and universities within and across states
- **Communicating clear placement standards** to high school teachers
- **Helping students** use their senior year more effectively to prepare academically for college through better interventions
- **Helping teachers**, pre-service and in-service, prepare to teach to the new standards and assessments
- **Connecting the current initiatives** in states regarding college preparation, access, and completion



Discussion Questions

1. What opportunities do the CCSS and College Ready Assessment initiatives offer the state and your college/university?
2. How does your state best engage (higher education) institutional leaders?
3. How does your state best position faculty who are part of the design network to speak on behalf of their institutions?
4. What is the best way to reach faculty teaching at your campuses about these impending changes?
5. What changes do you foresee on your campus and in your classrooms after a successful implementation of the Common Core State Standards?
6. What is the best method for building enduring K-12/Higher Education collaborations between your campuses and the feeder secondary schools?
7. What are the perceived impediments to implementing the Common Core State Standards and common assessments?



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<http://www.fldoe.org/parcc/>

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