SUNY and the Education Pipeline:
The Partnership for Assessment of Readiness for College and Careers (PARCC)

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The Common Core State Standards for P-12 Schools

http://www.corestandards.org/
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.**

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**ANCHORED IN COLLEGE AND CAREER READINESS**
• Ability to read and comprehend a range of complex texts commonly found in college and careers independently

• Ability to draw evidence from texts and write effectively about them

• Ability to conduct research and apply that research to solve problems or address a particular issue***

• Ability to evaluate and write arguments based on substantive claims, sound reasoning, and relevant evidence

• Ability to discuss and debate findings and evidence with peers, demonstrating a command of standard English as appropriate
Important to Higher Education Faculty: Ability to Conduct Research

- Colleges and universities require students --
  - To conduct research and apply that research to solve problems or address a particular issue
  - To 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

- Standards require students –
  - To conduct short, focused projects and longer term in-depth research
  - To gather relevant, credible information from multiple print and digital sources
  - To know how to sift through evidence and assess the credibility and accuracy of each source
  - To present an account of their research, demonstrating their understanding of or defending a position on the subject under investigation
  - To produce clear and coherent writing whatever the selected format
  - To communicate research finding (speaking and listening skills)
The high school mathematics standards:

- Call on students to practice **applying mathematical ways of thinking** to real world issues and challenges.

- Require students to develop a **depth of understanding and ability to apply mathematics to novel situations**, as college students and employees regularly are called to do.

- Emphasize **mathematical modeling**, the use of mathematics and statistics to **analyze empirical situations**, understand them better, and improve decisions.

- Identify the mathematics that all students should study in order to be **college and career ready**.
About PARCC

http://www.parcconline.org/
PARCC’s Goals and Purposes

1. Create high-quality assessments
   - Grounded in research; internationally benchmarked; anchored in college readiness

2. Build a pathway to college and career readiness for all students
   - Aligned to college- and career-ready, common core standards
   - Signal students about college readiness

3. Support educators in the classroom

4. Develop 21st century, technology-based assessments

5. Advance accountability at all levels
Create High-Quality Assessments

BEGINNING OF YEAR

Flexible

END OF YEAR

Early Assessment
- Early indicator of student knowledge and skills to inform instruction, supports, and PD

Mid-Year Assessment
- Performance-based
- Emphasis on hard to measure standards
- Potentially summative

Performance-Based Assessment (PBA)
- Extended tasks
- Applications of concepts and skills

End-of-Year Assessment
- Innovative, computer-based items

ELA/Literacy
- Speaking
- Listening

Summative assessment for accountability

Formative assessment
Build a Pathway to College and Career Readiness for All Students

K-2 formative assessment being developed, aligned to the PARCC system

Timely student achievement data showing students, parents and educators whether ALL students are on-track to college and career readiness

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

Targeted interventions & supports:
• 12th-grade bridge courses
• PD for educators

SUCCESS IN FIRST-YEAR, CREDIT-BEARING, POSTSECONDARY COURSEWORK

ONGOING STUDENT SUPPORTS/INTERVENTIONS

K-2

3-8

High School
PARCC Timeline

- **SY 2010-11**: Launch and design phase
- **SY 2011-12**: Development begins
- **SY 2012-13**: First year pilot/field testing and related research and data collection
- **SY 2013-14**: Second year pilot/field testing and related research and data collection
- **SY 2014-15**: Full administration of PARCC assessments
- **Summer 2015**: Set achievement levels, including college-ready performance levels

Summer 2015
Set achievement levels, including college-ready performance levels
Key Challenges for PARCC

**Technical Challenges**
- Developing an interoperable technology platform
- Transitioning to a computer-based assessment system
- Developing and implementing automated scoring systems and processes
- Identifying effective, innovative item types

**Implementation Challenges**
- Estimating costs over time, including long-term budgetary planning
- Transitioning to the new assessments at the classroom level
- Ensuring long-term sustainability

**Policy Challenges**
- Student supports and interventions
- Accountability
- High school course requirements
- College admissions/placement
- Perceptions about what these assessments can do
Colleges and universities across all 25 PARCC states are committed as partners (including SUNY and CUNY in New York State)

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
Current Issues with College Readiness
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
Higher Education will only accept PARCC College Readiness assessment if there is confidence in how the college readiness cut score is set.

- Determined after 2014-15 when K-12 assessment is administered
- Based upon research
- External validation (e.g., administer assessment to freshmen students)
Higher Education Engagement

Advisory Committee on College Readiness (ACCR)

- System and institution chancellors/presidents from partnership states
- Representatives from national education associations, HSI, and HBCU

Higher Education Leadership Team

- At least 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
• How will higher education be involved PARCC’s decision making?

• It appears that college readiness for math will be determined, in part, by an Algebra 2 exam, based on the assumption that College Algebra is the first course that college freshmen take. Does PARCC have evidence about the first credit-bearing math courses that freshmen actually take?

• Based on your experience in CA and other states, what college readiness approaches appear to be most effective?
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Partnership for Assessment of Readiness for College and Careers  

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