



# **Education Writers Association**

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## **Seminar on Common Core Standards and Testing**

**January 12, 2015  
Chapel Hill, NC**

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# Overview

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- 1) Thank you
- 2) Three key ideas, speedily
- 3) Conclusions, questions



# Key Idea #1

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# Key Idea #1

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It matters more what's taught than what's supposed to be taught.



# Key Idea #1

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It matters more what's taught than what's supposed to be taught.

Common Core State Standards are good... but not sacrosanct.



# Key Idea #1

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**\* other rigorous content standards have been developed by states**



# Key Idea #1

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- \* other rigorous content standards have been developed by states
- \* **other rigorous assessments have been developed by states**



# Key Idea #1

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- \* other rigorous content standards have been developed by states
- \* other rigorous assessments have been developed by states
- \* **value of CCA results will be if they truly reflect CCR; currently little strong validity evidence on college readiness; career readiness essentially abandoned**





# Key Idea #1

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- \* other rigorous content standards have been developed by states
- \* other rigorous assessments have been developed by states
- \* value of CCA results will be if they truly reflect CCR; currently little strong validity evidence on college readiness; career readiness essentially abandoned
- \* **it will be important to see if classroom practices really change or whether we've reached the point of diminishing returns on assessment-leveraged reforms**



# Key Idea #2

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## **Key Idea #2**

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It matters what is meant by “Common Core.”



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Common core assessments have evolved from what was originally proposed/anticipate.



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It matters what is meant by “Common Core.”

Common core assessments have evolved from what was originally proposed/anticipated.

“Common Core-ruption”



# Key Idea #2

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**a) see Key Idea #1 (rigorous existing programs)**



# Key Idea #2

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a) see Key Idea #1 (rigorous existing programs)

**b) cost (more money and time)**

# 2014

January						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April						
S	M	T	W	T	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July						
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

October						
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19	20	21	22	23	24	25
26	27	28	29	30	31	

February						
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16	17	18	19	20	21	22
23	24	25	26	27	28	

May						
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August						
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November						
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23	24	25	26	27	28	29
30						

March						
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23	24	25	26	27	28	29
30	31					

June						
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29	30					

September						
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December						
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27	28	29	30	31		

# 2015

January						
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

April						
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## Key Idea #2

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b) cost (more money and time)

**c) comparability (modest within-consortium; non-existent across)**



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- d) score meaning (time of testing, performance tasks)
- e) formative assessments (less integration with summative)
- f) unknowns (test security, cut scores)
- g) buyer's remorse: RttT couldn't pass UNC IRB review**



# Key Idea #3

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It matters how the demands of CCA affect perceptions of testing and consequences.



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It matters how the demands of CCA affect perceptions of testing and consequences.

Some perceptions and consequences will be harmful.





# Key Idea #3

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**a) increased testing time (opting out)**



# Key Idea #3

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**b) strong assessment to standards alignment (uncertain standards to instruction alignment)**



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- a) increased testing time (opting out)
- b) strong assessment to standards alignment (uncertain standards to instruction alignment)
- c) score reports (reports/scores still not as “actionable” as educators are looking for)**



## Key Idea #3

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- a) increased testing time (opting out)
- b) strong assessment to standards alignment (uncertain standards to instruction alignment)
- c) score reports (reports/scores still not as “actionable” as educators are looking for)
- d) most educators still not adequately prepared in assessment (misunderstanding, misuse)**



**Thank you.**

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