COLLEGE- and CAREER-READINESS STANDARDS
and ASSESSMENT RESOURCES

College- and Career-Readiness Standards and Assessment Resource List

Winter 2017

SOUTHEAST
Comprehensive Center
at American Institutes for Research ■

AIR ®
AMERICAN INSTITUTES FOR RESEARCH®   www.air.org

Contents

Introduction

The Southeast Comprehensive Center (SECC) at American Institutes for Research (AIR) publishes this biannual update of college- and career-readiness standards and assessment (CCRS-A) resources. This list of resources is designed to assist staff in state education agencies (SEAs) and other educators in their curricula, instruction, standards, and assessment efforts.

Federal legislation from the U.S. Department of Education (ED), such as the Every Student Succeeds Act (ESSA), requires SEAs to support and guide schools and school districts in preparing students to graduate prepared for success in college and careers. The College & Career Readiness & Success (CCRS) Center at AIR—one of seven national content centers—is at the forefront of assisting 15 regional comprehensive centers (RCCs) and SEAs in these efforts. The CCRS Center provides essential materials and technical assistance (TA) that include briefs; a resource database of topics such as career pathways, measuring CCR, and data use; an interactive state map that provides summaries of CCR policies; an organizer to assist in strategic planning, decision-making, and alignment of initiatives; and implementation guides that provide the latest research and practice to aid states in implementing CCR initiatives. Additional details are available on the center's website and in its blog, which shares lessons learned from national organizations and state leaders.

In addition to federal priorities related to college and career readiness, SEAs are charged with implementing standards and assessments that provide appropriate benchmarks for measuring instruction, learning, and school improvement. The national content center—Center on Standards and Assessment Implementation (CSAI) at WestEd—is a primary source for resources and TA on this topic. CSAI offers an interactive mapping tool that provides snapshots of each state's standards and assessment implementation efforts, guidance documents, policy briefs, research papers, and updates on implementation work in the field.

To provide support to SEAs in the above efforts, SECC has compiled this list of briefs, reports, tools, and other materials that address ESSA, standards, assessment, core subject areas, and related topics. Sources for these materials include the RCCs, national content centers, and other organizations that specialize in education policy, research, and/or TA. To enhance usability of this list, featured resources are categorized into six sections as defined below.

Section	Page
1—Every Student Succeeds Act Resources	2
2—Assessment and Accountability Resources	4
3—English Language Arts Resources	7
4—Mathematics Resources	8
5—Science Resources	9
6—General Resources	10

For more information or assistance regarding CCRS-A resources, contact SECC Director Beth Howard-Brown or Concepcion Molina, senior TA consultant.

Section 1: Every Student Succeeds Act Resources

Innovative Approaches and Measurement Considerations for the Selection of the School Quality and Student Success Indicator Under ESSA

This paper from the Council of Chief State School Officers (CCSSO) provides a detailed examination of how states might address the ESSA requirement to include an indicator of student success or school quality in their accountability systems, which also is referred to as the 5th indicator. The first part of the guide focuses on selecting from among three areas for measuring student success or school quality: college and career readiness, school climate, and social and emotional mindsets and skills. The next section includes case studies from three states using innovative approaches for addressing the 5th indicator. These approaches include using multiple indicators, multiple measures for a single indicator, or "adaptive measures" that allow for variable inputs for a single indicator. The final section of the paper contains guidance for addressing the technical aspects of incorporating new measures into state accountability systems.

http://www.ccsso.org/Documents/Innovative%20Approaches%20and%20Measurement%20Considerations%20for%20the%20Selection%20of%20the%20School%20Quality%20and%20Student%20Success%20Indicator%20under%20ESSA%20-%20Final%2003102017.pdf

Leverage Points: Thirteen Opportunities for State Education Agencies to Use Their ESSA State Plans to Build and Use Evidence to Improve Student Outcomes

This report from Results for America and the CCSSO provides SEA staff with ideas for using evidence-based approaches and continuous improvement strategies to achieve greater student academic success. This document identifies 13 leverage points that SEAs can use in their ESSA consolidated state plans to improve student outcomes. The 13 leverage points are (a) local education agency (LEA) plan process, (b) monitoring LEA implementation, (c) continuous improvement, (d) allocating school improvement funds, (e) LEA application for school improvement funds, (f) monitoring and evaluating school improvement, (g) technical assistance and support system, (h) technical assistance on needs assessment, (i) technical assistance on selecting interventions, (j) technical assistance on lists of interventions, (k) non-exiting schools, (l) additional action for certain LEAs, and (m) evidence-based allowable uses. For each leverage point, the authors provide a title and description, the applicable section of the consolidated state plan template, statutory requirements, a set of actions states must and could take (opportunities for state leadership), and questions to consider in selecting from available options. The document also includes an appendix containing additional resources to support each leverage point.

http://www.ccsso.org/Documents/2017/ESSA/CCSSOR4ALeveragePoints.pdf

English Learners Under ESSA

This CSAI web page houses a compilation of resources designed to help educators understand and implement ESSA as it relates to English learners (ELs). The site provides educators with links to resources in three different categories: (a) resources from ED, (b) ESSA guidance for ELs, and (c) commentary on ELs under ESSA.

https://www.csai-online.org/collection/3092

Identifying a School Quality/Student Success Indicator for ESSA: Requirements and Considerations

This brief from CCSSO examines the requirements and considerations for including an indicator of school quality or student success in a state's accountability system. ESSA legislation contains five requirements for school quality or student success indicators: (a) the indicator(s) allows for meaningful differentiation in school performance, (b) the indicator(s) must be valid and reliable, (c) the same indicator(s) must be used within each grade span, (d) the indicator(s) must be comparable and applicable statewide, and (e) the indicator(s) must be measured and reported annually for all students and disaggregated by sub-group. This document contains an overview of each requirement that includes a discussion of key factors for SEA staff to consider when identifying, evaluating, and implementing school quality or student success indicators for inclusion in a state's accountability system. This document also provides policymakers with a chart that contains examples of potential indicators by class (e.g., student engagement, quality of instruction, post-secondary readiness), key challenges of each, and links to resources and research related to the indicator class and/or examples.

http://www.ccsso.org/documents/2017/essa/ccssoidentifyingschoolqualitystudentsuccessindicator1242017.pdf

Key Considerations for Inclusion of School Quality/Student Success Indicators in State Accountability Systems as Required by the Every Student Succeeds Act

This guidance document from the Center on Standards and Assessment Implementation (CSAI) provides SEAs with information to help them select accountability indicators of school quality or student success that meet ESSA requirements and reflect the goals and priorities of the state. The report includes (a) key questions for SEAs to consider when selecting accountability indicators, (b) a discussion of benefits and challenges associated with various indicators, and (c) charts that summarize research findings and provide the level of research evidence for each indicator.

http://www.csai-online.org/sites/default/files/CSAI%20Report_5th%20Indicator.pdf

Considerations for Including Growth in ESSA State Accountability Systems

The purpose of this CCSSO resource is to help states make informed decisions around the inclusion of academic growth in their accountability systems. Background information includes definitions and examples of student progress concepts—such as status, improvement, and growth—as well as descriptions of five different common growth models. The main body of the resource focuses on factors that SEAs need to consider as they move forward with including growth measures in their accountability systems. These features include (a) criteria for selecting and implementing a growth model, (b) determining SEA capacity to implement and integrate a growth model, and (c) developing the partnerships (internal and external) and communications resources necessary to support successful growth model implementation.

http://www.ccsso.org/documents/2017/essa/ccssogrowthinessaaccountabilitysystems1242017.pdf

Next Generation Accountability: A Vision for School Improvement Under ESSA

This report from the Learning Policy Institute provides SEA staff with a conceptual framework for how states can develop a next generation accountability system. Under ESSA, states have more autonomy to develop innovative strategies for continuous school improvement and student achievement with the goal of attaining universal college and career readiness. To assist states in developing a next generation accountability system, the authors of this report provide an in-depth discussion of (a) the limitations of a single composite accountability indicator, (b) the principles and conceptual framework for next generation accountability, (c) the potential use of the Educational Quality and Improvement Profile (EQuIP) indicators, and (d) their recommendations for designing and implementing next generation accountability systems.

https://learningpolicyinstitute.org/sites/default/files/product-files/Next_Generation_Accountability_REPORT.pdf

How to Scale College in High School: A State Policy Guide for Implementing Dual Enrollment and Early College Designs Under the Every Student Succeeds Act

This guide from the College in High School Alliance and Jobs for the Future describes how SEAs can use ESSA to facilitate high school graduation and support students' transition to postsecondary education through early college and dual enrollment programs. The first section of this three-part guide describes four core principles of dual and concurrent enrollment programs and five core principles of early college designs. The second section discusses how ESSA encourages states to consider dual enrollment and early college as evidence-based strategies for transitioning students from high school to college, explains federal funding opportunities, and provides examples of how states can incorporate these school designs into their ESSA state plans. The third section identifies state policy best practices for designing and implementing high-quality dual enrollment and early college programs. The guide also profiles successful dual enrollment and early college designs across the country at the statewide, multistate, district, and school levels.

http://www.jff.org/sites/default/files/publications/materials/Gates%20ESSA%20Report-021516.pdf

Section 2: Assessment and Accountability Resources

Assessment for Monitoring & Accountability

This website collection from CSAI contains resources to support educators at all levels in developing, evaluating, and using assessments for college- and career-ready standards. Resources are presented in three categories: Assessment Literacy, Assessment Tools, and Assessment Quality. Each resource is annotated and includes information that identifies the type of resource, organization, date, and keywords. The resources represent a variety of types and formats, such as videos, guidance documents, tools, frameworks, and professional development modules.

http://www.csai-online.org/collection/2089

Innovative Solutions for Including Recently Arrived English Learners in State Accountability Systems: A Guide for States

This U.S. Department of Education report provides states with research and evidence-based guidance in developing an accountability model for recently arrived English learners (RA ELs) that meets ESSA requirements. The document contains seven guidelines for developing or evaluating a RA EL assessment and accountability model. The authors present key elements or features of each guideline and identify issues or actions that require further consideration, often in the form of questions for states to ask and answer as they formulate a model for RA EL assessment and accountability.

https://www2.ed.gov/about/offices/list/oese/oss/technicalassistance/real-guidefinal.pdf

Developing and Measuring Higher Order Skills: Models for State Performance Assessment Skills

This paper from CCSSO provides information about four models for integrating performance-based components into assessment systems that address the ESSA requirement for measuring higher order thinking skills and understanding. These models are (a) assessments with performance items/tasks, (b) assessments with curriculum-embedded tasks, (c) portfolios or collections of evidence, and (d) comprehensive assessment systems. The author describes each model; provides examples/sample items from performance-based assessments used in districts, states, or countries around the world; and summarizes the features, benefits, and considerations for using each model. The document also addresses the related issues of comparability, task design, and scoring.

http://www.ccsso.org/documents/2017/essa/assessmentmodelsccssolpi03162017.pdf

Destination Known: Valuing College and Career Readiness in State Accountability Systems

This document developed by CCSSO provides states with guidance about selecting and incorporating measures of college and career readiness (CCR) into their high school accountability system. The guide contains a description of how to design a state accountability system using each of the four recommended CCR measures: (a) progress toward post-high school credential, (b) co-curricular learning leadership experiences, (c) assessment of readiness, and (d) transitions beyond high school. The authors also provide guidance for and examples of the three main ways states can incorporate measures of CCR into their accountability systems as well as five step-by-step recommendations states can follow to ensure that CCR becomes a priority.

http://www.ccsso.org/documents/2017/destinationknown03022017.pdf

Designing a Comprehensive Assessment System

This report from WestEd provides a roadmap for state and local education policymakers and other stakeholders to follow in creating a comprehensive assessment system. Organized into four sections, this report (a) describes the federal response to recent testing concerns, including the release of the Testing Action Plan and the increased flexibility made available through ESSA; (b) identifies the components of a comprehensive assessment system and raises additional aspects to consider when developing a comprehensive system; (c) provides recommendations for policymakers to consider when developing a comprehensive assessment system; and (d) includes case studies from three states that

have begun the process of establishing a comprehensive assessment system. The report also contains a resource list that provides links to more specific information regarding assessment system components and processes.

https://www.wested.org/wp-content/uploads/2017/03/resource-designing-a-comprehensive-assessment-system.pdf

Resource Guide: Accountability for English Learners Under the ESEA—Non-Regulatory Guidance

This document contains the non-binding, non-regulatory guidance issued by ED for including English learners in statewide accountability systems, as required by the reauthorization of the Elementary and Secondary Education Act under ESSA. The guidance includes multiple examples, charts, figures, and hyperlinks to additional resources aimed at helping educators revise their accountability systems to include ELs' progress in attaining English language proficiency and address the inclusion of specific EL sub-populations.

https://www2.ed.gov/programs/sfgp/eseatitleiiiresourceaccountelsguide.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=

Incorporating English Learner Progress into State Accountability Systems

This CCSSO document was developed to help SEA staff make decisions about how to include the proficiency of English Learners in the state's accountability system. Introductory sections of this resource include a brief history of federal legislation related to ELs and a set of questions for state leaders to consider as they move forward with designing accountability systems that address the needs of the EL population. The remainder of this highly technical paper (a) describes eight models commonly used in Title I accountability that could also be used for monitoring EL proficiency progress and (b) applies data from two states to each of these models, with an analysis of each model's results for sub-populations of ELs.

http://www.ccsso.org/documents/incorporating%20english%20learner%20progress%20into%20state%20accountability%20systems_final%2001%2012%202017.pdf

High Stakes for High Schoolers: State Accountability in the Age of ESSA

This report from the Thomas B. Fordham Institute evaluates the degree to which state accountability systems prioritize the needs of high-achievers. Each state's accountability system was rated using a rubric with three indicators for all states and one additional indicator for the 39 states whose systems also include a summative high school rating. Results of the study indicate that only 4 of those 39 states met all indicators. Only 3 of the 11 states that lacked a summative rating met the criteria that applied to them. Overall, results of the study are presented in both narrative and table formats. The document also provides individual state profiles that include an overall rating (number of stars received) based on the number of indicators that apply; annotated ratings for each individual indicator; and in some cases, screenshots of documents pertinent to the evaluation results.

The authors encourage states to redesign their accountability systems to ensure that high schools are providing incentives focused on improving the achievement levels of all students, including high-achievers. They outline four specific steps that states can take to make sure the needs of high-achievers are addressed, and they recommend that ED allow states to use a performance index for rating academic achievement. An earlier companion report, *High Stakes for High Achievers: State*

Accountability in the Age of ESSA, examined this issue from a K–8 perspective and is available on the foundation's website.

https://edex.s3-us-west-2.amazonaws.com/publication/pdfs/11.15%20-%20High%20Stakes%20for%20High%20Schoolers%20-%20State%20Accountability%20in%20the%20Age%20of%20ESSA.pdf

Section 3: English Language Arts Resources

Implementing Evidence-Based Literacy Practices

This roadmap created by the Regional Educational Laboratory Southeast (REL Southeast) walks state and local education agencies through an eight-step process for implementing evidence-based literacy practices. Each step in this two-page interactive infographic contains relevant resources educators should employ in developing and implementing effective classroom literacy practices. Each resource is listed by title and includes an icon that identifies it by type of resource (e.g., video, document). Users can access the recommended resources by clicking on each hyperlinked title.

https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_SE_Implementing_evidencebased_literacy_practices_roadmap.pdf

ACT College & Career Readiness Standards: Reading

This web page, hosted by ACT, contains a compilation of resources designed to help state and local education policymakers and other stakeholders understand ACT College and Career Readiness Standards. The section, *Giving Clearer Meaning to Test Scores: What sets ACT Assessments Apart*, organizes assessment resources by subject area. ACT provides a chart of its reading standards, with descriptions of what students who score at specified ranges along the continuum are likely to know and be able to do if they are at or below benchmark. Students at benchmark are described as likely to achieve a grade of "B" or higher on first-year college courses in a specific content area. The chart also contains the Text Complexity Rubric used for ACT reading passages.

https://www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html

2016–2017 State ELA and Math Assessments in Grades 3–8

This table from Achieve provides a summary of English language arts and mathematics assessments administered in each state and the District of Columbia in 2016–2017 for Grades 3–8. Information about these assessments is organized into the following categories: (a) 2016–17 Grades 3–8 ELA and math assessment names, (b) change from 2015–16, and (c) additional notes.

https://www.achieve.org/files/Grades_3-8_ELA_Math_Assessments_Table_2016-17%204.5.17.pdf

2016–2017 State High School English Language Arts/Literacy Assessments

This table from Achieve provides a summary of the high school ELA/literacy assessments administered in each state and the District of Columbia in 2016–2017. Information about these assessments is organized into the following categories: (a) 2016–17 high school ELA assessments, (b) grade taken, (c) which students take the assessment, (d) student stakes, (e) change from 2015–16 to 2016–17, and (f) additional notes (e.g., descriptions of student stakes and anticipated changes for future years). The table is preceded by an introductory page that provides a summary of the state assessment findings.

https://www.achieve.org/files/HS_ELA_Assessments_Table_2016-17%204.5.17.pdf

Section 4: Mathematics Resources

ACT College & Career Readiness Standards: Mathematics

This web page, hosted by ACT, contains a compilation of resources designed to help state and local education policymakers and other stakeholders understand ACT College and Career Readiness Standards. The section, *Giving Clearer Meaning to Test Scores: What sets ACT Assessments Apart*, organizes assessment resources by subject area. ACT provides a chart of its mathematics standards, with descriptions of what students who score at specified ranges along the continuum are likely to know and be able to do if they are below, at, or above benchmark. Students at benchmark are described as likely to achieve a grade of "B" or higher on first-year college courses in a specific content area.

https://www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html

2016–2017 State ELA and Math Assessments in Grades 3–8

This table from Achieve provides a summary of ELA and mathematics assessments administered in each state and the District of Columbia in 2016–2017 in Grades 3–8. Information about these assessments is organized into the following categories: (a) 2016–17 Grades 3–8 ELA and math assessment names, (b) change from 2015–16, and (c) additional notes.

https://www.achieve.org/files/Grades_3-8_ELA_Math_Assessments_Table_2016-17%204.5.17.pdf

2016–2017 State High School Mathematics Assessments

This table from Achieve provides a summary of the high school mathematics assessments administered in each state and the District of Columbia in 2016–2017. Information about these assessments is organized into the following categories: (a) 2016–17 high school math assessments, (b) grade taken, (c) which students take the assessment, (d) student stakes, (e) change from 2015–16 to 2016–17, and (f) additional notes (e.g., descriptions of student stakes and anticipated changes for future years). The table is preceded by an introductory page that provides a summary of the state assessment findings.

https://www.achieve.org/files/HS_Math_Assessments_Table_2016-17%204.5.17.pdf

Section 5: Science Resources

Developing Assessments for the NGSS

This website collection from CSAI contains resources to support states and districts in designing and implementing Next Generation Science Standards (NGSS). Resources are presented in four categories: (a) assessment of the NGSS: an overview; (b) the assessment continuum; (c) system design and implementation; and (d) challenges, implications, and opportunities. Each resource is annotated and includes information that identifies the type of resource, author, organization, date, grade level, and keywords. The resources represent a variety of types and formats, such as videos, guidance documents, tools, webinars, and papers.

http://www.csai-online.org/collection/1565

Science Assessments: Table 2016–2017

Achieve produced these tables, based on publicly available data, to identify which science assessments each state administered during the 2016–2017 school year and the grade level(s) at which they were administered. Additional notes that provide more information are included for some states. The high school chart is preceded by an introductory page summarizing changes that states made to science assessments for 2016–17, types of assessments used, content tested, and the status of inclusion of assessment results in accountability systems. The Grades 3–8 table is not preceded by a summary page.

High school table
https://www.achieve.org/files/HighSchoolScienceAssessments2016-17.pdf
Grades 3–8 table
https://www.achieve.org/files/Grades3-8ScienceAssessmentsTable.pdf

Resources: Fact Sheets and Presentations on STEM Education Issues

This website provided by the STEM Education Coalition contains a compilation of hyperlinked resources listed under three categories: (a) fact sheets and presentations on STEM (science, technology, engineering, and mathematics) education issues; (b) other sources for STEM education information; and (c) pre-2013 panels, commissions, reports, STEM education. The compilation includes a variety of resources from multiple organizations.

http://www.stemedcoalition.org/reports/

ACT College & Career Readiness Standards: Science

This web page, hosted by ACT, contains a compilation of resources designed to help state and local education policymakers and other stakeholders understand ACT College and Career Readiness Standards. The section, *Giving Clearer Meaning to Test Scores: What sets ACT Assessments Apart*, organizes assessment resources by subject area. ACT provides a chart of its science standards, with descriptions of what students who score at specified ranges along the continuum are likely to know and be able to do at and below benchmark. Students at benchmark are described as likely to achieve a grade of "B" or higher on first-year college courses in a specific content area.

https://www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html

Next Generation Science Standards District Implementation Workbook

This implementation workbook, developed by Achieve and based on the publication *Next Generation Science Standards: For States, By States*, provides recommendations and resources designed to assist districts in implementing NGSS. This workbook focuses on four main concepts: (a) educator support, (b) informed stakeholders, (c) high-quality instructional materials, and (d) an effective assessment system. Each of its seven chapters highlights key questions and provides an in-depth examination of a specific concept-related topic, along with an explanation of the role each topic plays in designing and implementing NGSS. Hyperlinked resources throughout the document provide LEA staff with tools to facilitate effective planning and implementation. Appendix A provides links to the exercises and self-assessments contained in the workbook. A glossary of commonly used terms is included in Appendix B.

https://www.nextgenscience.org/sites/default/files/FINAL%20District%20Implementation%20Workbook_0.pdf

Section 6: General Resources

CCReady: Discover State-Created Tools, Resources, and Standard Implementation Success Stories

This website, hosted by CCSSO, contains a compilation of resources designed to assist states, districts, and schools in implementing college- and career-readiness standards in ELA and mathematics. The resources, developed by CCSSO, SEAs, and other expert organizations are grouped into eight searchable categories: (a) implementation tools and resources; (b) state spotlights, with examples of promising implementation practices; (c) case studies; (d) early learning; (e) ELA resources; (f) mathematics resources; (g) webinars and newsletters from the Implementing the Common Core State Standards (ICCS) Collaborative; and (h) state and district stories of high standards implementation.

http://www.ccsso.org/CCSS_Forward_State_Resources_and_Success_Stories_to_Implement_the_Common_Core.html

Developing Effective Guidance: A Handbook for State Educational Agencies—Delivering Guidance on Federal Education Programs to Drive Success

This handbook was developed by CCSSO to help SEAs reexamine the process of writing guidance documents for LEAs implementing ED programs. This handbook details a four-step approach to developing LEA guidance: (a) determining what issues to address in the guidance; (b) determining the audience and scope of the guidance; (c) drafting the guidance, getting feedback on the draft, and rolling out finalized guidance; and (d) ongoing review and updates of guidance. The authors provide a discussion about specific components of each step, identify potential SEA actions, and include hyperlinks to additional resources. The document also includes a set of considerations for each step in the guidance writing process.

http://www.ccsso.org/Documents/2017/ESSA/CCSSODevelopingEffectiveGuidanceHandbook.pdf

State Education Policy Tracking

This web page from the Education Commission of the States (ECS) provides state and local education policymakers and stakeholders with an interactive state education policy database that is updated regularly to reflect current legislation. The database displays enacted and vetoed bills on education topics covering all grade levels from early education to secondary. Users can search for and sort information by state(s) or by issue(s) and/or sub-issue(s). ECS tracks 41 issues and more than 200 sub-issues. Users can also filter bills by year(s). Once a list of bills is displayed, users can click to access legislative details. This resource also includes archived state policy tracking databases from 1996–2016 and provides access to other ECS publications (e.g., policy briefs and 50-State Comparison).

https://www.ecs.org/state-education-policy-tracking/