

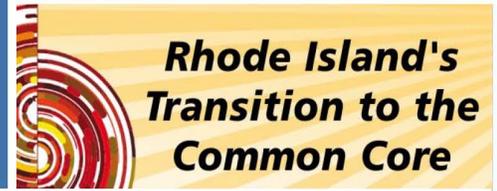


The Rhode Island Department of
Elementary and Secondary Education



Quarterly Updates

January 2013



New Year, New Resources

We hope that you enjoyed a wonderful holiday break and are feeling rested and ready to implement the great resources coming out of the Office of Instruction Assessment & Curriculum in your LEAs! The first quarter of 2013 promises to be just as busy as 2012, with another administration of the interim assessments coming up in February, two more formative assessment modules coming online, and Days 6 & 7 of the Data Use PD series. We know it can be difficult to keep it all straight, so we have compiled a quick recap of the past quarter as well as short summary of what lies ahead for each initiative.

Formative Assessment Professional Development

RIDE is developing an online course on the formative assessment process. Topics addressed in the course include learning goals, success criteria, learning progressions, strategies for eliciting evidence of student learning, descriptive feedback, and self and peer assessment. These modules include direct instruction, video models of practice, assessments of learning, pre-readings, and application activities. Currently, modules 1, 2, and 3 (out of 5) are available on the IMS.

October - December 2012 Recap:

This fall, **Module 1: *Exploring the Foundations of Classroom Formative Assessment*** and **Module 2: *Planning for Classroom Formative Assessment*** debuted on the IMS, along with the accompanying Facilitator's Guides. While many LEAs had to delay their roll out of the modules due to challenges with TCS data and educator access to the IMS, five districts and four charter schools have begun the course and several others are slated

to begin this month. Meanwhile, we have been busily developing **Module 3: Eliciting and Using Evidence of Learning**, which explores how educators can gather, manage, and act upon formative data.

January-March 2013 Preview:

In the third quarter, we are reaching out to districts that have started the course to collect information about the PD experience and **determine what improvements can be made for the 2013-14 school year**. In addition, we will be launching **Module 3: Eliciting and Using Evidence of Learning**. We will be developing **Module 4: Engaging Students to Take the Next Steps in Learning** which will include lessons on descriptive feedback, peer assessment, and self assessment and will be launched in the first week of March.

LEAs interested in accessing the online course this year should contact Laura Kacewicz at laura.kacewicz@ride.ri.gov or 401-222-8993 for instructions on how to **set up a section of the course and enroll educators**. LEAs who will be implementing the PD next year should begin to think about **who will be participating** and who might serve as **facilitators for the school-based Communities of Practice**. As always, information and resources for LEAs and facilitators can be found on the formative assessment page of the RIDE website (www.ride.ri.gov/Assessment/Formative.aspx).

Interim Assessment System

The interim assessments are online assessments for grades 3-11 in Math and ELA. The suite of assessments will eventually include an item bank and test building engine for Math, ELA, Science, and Social Studies. The first set of assessments—the fixed form tests—rolled out in the fall of 2012. They are available through the IMS.

October-December 2012 Recap:

The first administration of the fixed form assessment occurred in November, **with 17 LEAs, 52 schools, and 11,160 tests administered**. Measured Progress is currently working on reports from this assessment and we will make those available to participating districts as soon as possible. In December, the **online scoring system** launched. This system allows teachers who administered the fall fixed form test online to practice scoring a small set of constructed-response items. Work has also begun on the **Next Generation Science Standards-aligned items** that will be available through the Interim Assessment System in SY2013-14.

January-March 2013 Preview:

The second administration of the fixed form assessment will occur between **January 22nd and February 14th**. We will be convening a group of educators to begin **Social Studies item bank development** to be available through the Interim Assessment System in SY2013-14.

Data Use Professional Development

The Data Use PD launched in August of 2012. This professional development is targeted towards school leadership teams and focuses on the use of data to inform decision-making. School-based leaders are joined with district-level leadership in a 10-day training series that helps to build a transparent, collaborative data culture in each school.

October-December 2012 Recap:

All participants in the Data Use PD will have received their **Day 4 training** by the beginning of December. The fourth day of training asked School Data Leadership Team members and District Data Liaisons to continue to expand their data analysis skills as well as reflect upon their experiences turnkeying the materials with their peers. Additionally, Data Analysis Coaches have conducted their first round of **on-site coaching visits** to almost 90% of participating schools (the remaining schools will welcome their coaches after the Winter Break).

RIDE and Wireless Generation continued to develop and hone the content of the upcoming trainings based on feedback from the Data Analysis Coaches and the participants themselves. RIDE continued to solicit feedback from stakeholders on the content of the trainings, holding **Focus Groups** for principals and district leaders to develop the structure of Day 10 to best meet the needs of participants.

All **training materials** for Days 1-4, including PowerPoint presentation, Turnkey exercises, and implementation plans, are available electronically to all participants of the training. Leaders are encouraged to share the materials to educators in their districts.

RIDE and Wireless Generation will also begin to contact **Year 2 schools** and districts regarding participation in the 2013-14 school year.

January-March 2013 Preview:

RIDE and Wireless Generation will begin contacting **Year 2 schools** and districts regarding participation in the 2013-14 school year. Outreach will include information on forming School Data Leadership Teams, scheduling trainings, and cohort structure.

For Year 1 schools and districts, we will continue to solicit feedback from participants, schedule trainings and school visits, and develop materials and resources for the remainder of the training. RIDE and Wireless Generation will also **schedule Day 10 training sessions** for the month of June.



Rhode Island's Transition to the Common Core

GET SET!

Rhode Island's Transition to the Common Core State Standards (CCSS)
and the Partnership for the Assessment of Readiness for College and Careers (PARCC)

Update for October - December 2012

CCSS Implementation Resources Developed

RIDE has [posted](#) several new resources for educators to learn more about the CCSS and aid in the transition:

- **[Pre-Reading and the CCSS Module:](#)**

Recently, there has been some discussion around the topic of pre-reading and how it fits within the Common Core State Standards. The Common Core State Standards require students to read increasingly complex texts with growing independence. Because the standards articulate what students should know and be able to do, they, the standards do not tell us *how* we need to accomplish this expectation. Therefore, this module takes an in-depth look at pre-reading and asks participants to consider certain factors before determining whether a pre-reading lesson is warranted. Additionally, participants will use a guide to analyze their own practices so they may continue to be mindful of the goal, which is to allow students to work through these complex texts independently.
- **[Building the Foundation: A Suggested Progression of Sub-skills to Achieve the Reading Standards: Foundational Skills \(K-5\):](#)**

The CCSS Reading Foundations (K-5) define end-of-year expectations. This document is based on an analysis that determined the sub-skills students need to achieve each foundational skill. Additionally, the authors provide instructional examples aligned to the sub-skills. Educators may use this document to guide their instruction.
- **[Library of Congress Digital Collection:](#)**

The Library of Congress offers vast digital collections for educators to use in their teaching. This is a great resources for all educators as the CCSS in ELA/Literacy emphasize using informational texts including seminal US documents and primary/secondary resources.
- **Additional Resources:**
 - [PARCC Model Content Frameworks](#)
 - [PARCC Items and Task Prototypes](#)

Professional Development: Critical Areas of Focus within the CCSS

We are pleased to be able to offer professional development regarding the critical areas of focus within the CCSS in Mathematics and English language arts (ELA)/Literacy. PD sessions are dedicated to assist LEAs in

developing a cadre of LEA/school leaders to facilitate professional development at the school and/or LEA level. Specifics regarding the PD sessions for mathematics can be located at www.ride.ri.gov/Instruction/DOCS/CommonCore/CCSS_PD_Sessions-Mathematics-2013.pdf and for the PD sessions in ELA/Literacy can be located at www.ride.ri.gov/Instruction/DOCS/CommonCore/CCSS_PD_Sessions_for_ELA-2012-13.pdf. Additionally, these PD sessions are available on an individual basis to an LEA should they desire their own PD session. LEAs are asked to contact Kate Schulz, kate.schulz@ride.ri.gov for further information (cost, number of participants, time, etc.) on scheduling a session.

Study of the Common Core State Standards

Study of the Common Core State Standards has ended. We reached nearly 6,000 educators across Rhode Island. The next steps after these workshops are already in place: further professional development on the content of the ELA and Mathematics standards, conversations and study in LEAs as well as materials and resources on the RIDE website. (See link below.)

RIDE now has a web site dedicated to the *Study of the Common Core State Standards*. For more information, please visit: www.ride.ri.gov/Division-EEIE/Curriculum/StudytheStandards.aspx.

Curriculum Development

All curriculum writing cohorts- mathematics, science and ELA- are working hard at writing and implementation work. Those in their second year, mathematics and ELA, are studying the Units of Study and developing lessons, instructional strategies, resources and other supports for teachers. The newest Math cohort is wrapping up work on their Scope and Sequence that will be brought to their LEAs through a survey in January. Science Cohort Three is continuing their deep investigation of the Next Generation Science Standards Conceptual Frameworks in anticipation of curriculum writing in Year Two.

RIDE now has a web site with information about the projects and the cohorts: www.ride.ri.gov/Division-EEIE/Curriculum/default.aspx.

PARCC Progress Updates

Model Content Frameworks

In the summer of 2012, PARCC again solicited feedback on the **Model Content Frameworks**, and a refined version was issued that incorporates the feedback. In this way, the Model Content Frameworks have evolved to reflect the experiences of educators and students. For more information or to view the frameworks and to listen to webinar discussions of the frameworks, visit www.parcconline.org/parcc-model-content-frameworks.

PARCC Item / Task Prototypes

RIDE is pleased to announce the availability of sample item and task prototypes for the Partnership for Assessment of Readiness for College and Careers (PARCC). The item and task prototypes provide information and to support educators as we transition to the CCSS and the PARCC assessments. The online prototypes presented on the PARCC website are designed to shine a light on important elements of the CCSS and to show how critical content in the standards may be manifested on next-generation, technology-based

PARCC assessments. The prototypes and supporting information can be found at:

www.parcconline.org/samples/item-task-prototypes.

Technology Guidance for PARCC Assessments: Version 2.0

RIDE is pleased to announce the release of detailed guidelines around the technology specifications for the PARCC assessment. The document provides minimum and recommended specifications for computer hardware, input devices, and security requirements; and suggests recommended levels of bandwidth that will support schools instructional and assessment needs. It does not yet set minimum bandwidth specifications.

Schools, districts, and states can use these guidelines to determine the eligibility of existing computers as test-taking devices for the 2014-2015 PARCC assessments. The information in this document is intended to answer questions about whether both current computer inventories and new instructional hardware that schools may purchase as they implement the Common Core States Standards will meet PARCC's 2014-15 requirements for the online test.

Technology Guidelines for PARCC Assessments Version 2.0 refines, and therefore supersedes, the Version 1.0 document previously released in April 2012, and can be found at: www.parcconline.org/technology.

Looking Ahead to January - March 2013

CCSS Implementation Resources Planned

The CCSS Implementation Resources that are in development reflect feedback from the field on where needs currently exist in implementation processes. If you have a suggestion for a helpful resource or know of a specific need, email: RI.CommonCore@ride.ri.gov.

Coming Soon:

- **Additional Information on PARCC Initiatives**
- **PARCC Resources, including revised Evidence Statements**

Study of the Common Core State Standards

RIDE will continue to work with districts who would like to have Study of the Standards sessions. In addition to these sessions, RIDE is offering additional professional development sessions on the CCSS. These sessions, in Mathematics and English Language Arts, are intended to be a deeper look at topics and content unique to the CCSS. These sessions have been offered to all LEAs for registration and are now in open registration.

Curriculum Writing

Those curriculum writing cohorts in their second year will continue to examine the Units of Study. Leadership sessions in those districts will continue planning the support necessary for curriculum work in their LEAs. Science curriculum writing will finish their in-depth look at the Conceptual Frameworks from the Next Generation Science Standards done in preparation for writing in the coming fall. Mathematics Cohort Four will finish writing Units of Study for Quarters One and Two, grades K-12.

All complete model curricula are available through the Instructional Management system for all LEAs.