

**Common Core State Standards
Assessment Shifts
ASCD Webinar
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www.parcconline.org

For more information about the Smarter Balanced Assessment Consortium
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Classroom Implications of Assessment Shifts



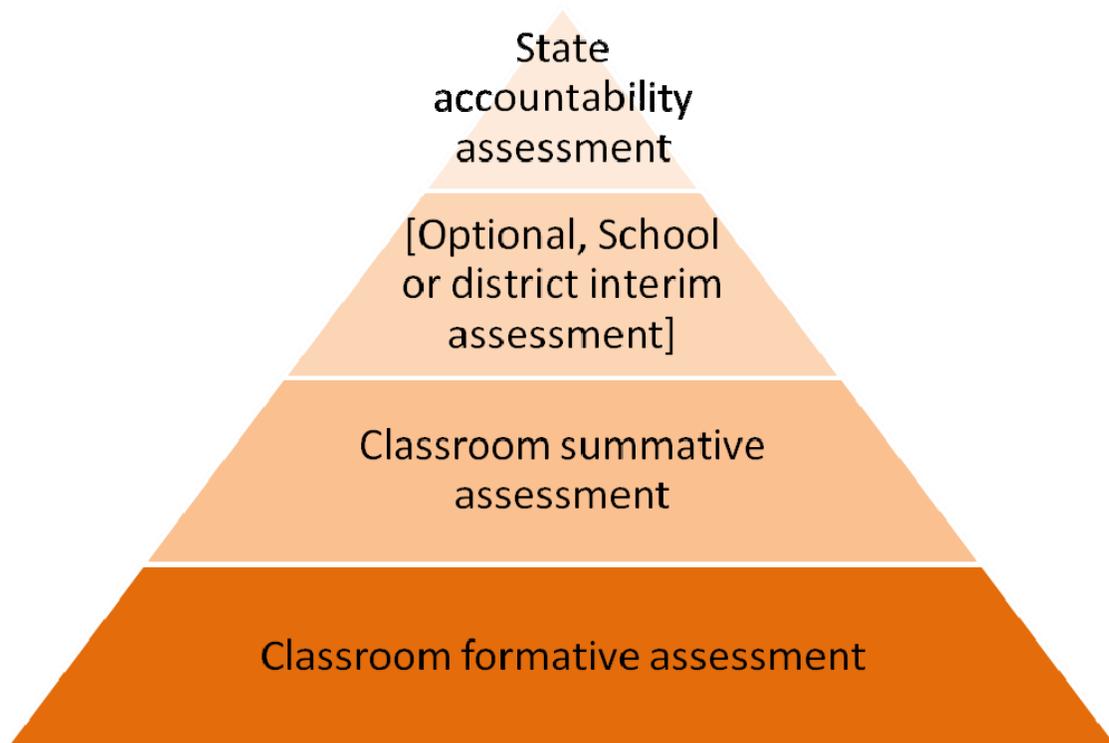
#1 TEACH THE STANDARDS

- Help your students aim for the full range of knowledge and skills in the curriculum you are teaching.
- Teach the Common Core and other appropriate standards.
- Analyze how the Common Core affects your subject. For example, examine how the literacy standards affect teaching textbook comprehension in Science, Social Studies, and Technical Subjects.
- Don't neglect subjects other than English Language Arts and Mathematics.



#2 DESIGN YOUR CLASSROOM ASSESSMENT AS THE FOUNDATION OF A BALANCED ASSESSMENT SYSTEM

- Derive your unit and lesson outcomes from a curriculum aligned to the Common Core.
- Plan your student learning targets, instructional activities, and formative and summative classroom assessments to support and align with these outcomes.
- Use formative assessments to help students ready themselves for summative assessments.
- The result should be a balanced assessment system built on a classroom foundation that supports the new state assessment system (from either consortium) based on the Common Core. Like a triangle, it should be bottom-heavy, not top-heavy.





#3 USE ALL APPROPRIATE ASSESSMENT TYPES TO BALANCE ASSESSMENT WITHIN YOUR CLASSROOM

- Use the whole range of formative and summative assessment methods at your disposal.
- Use multiple, different assessment methods for each learning outcome, both formatively (for learning and practice) and summatively (for grading).
- Conventional assessment methods
 - Oral questions and/or discussion
 - Tests and quizzes – fill-in-the-blank, true-false, multiple choice, matching, short essay questions
 - Performance assessments – tasks that require students to do, make, say, or write something
- Assessment methods of special interest in light of the Common Core assessment shifts
 - Questions or tasks with introductory material (e.g., text, graphs, visuals) for students to read or examine
 - Analysis of informational text, in any subject
 - Explanation and support of analysis of text
 - Explanation of reasoning in solving mathematical problems
 - Computer-administered multiple choice items where the choices are embedded in text (rather than in an abcd list)
 - Computer-administered constructed response items where students have to type text into a box
 - Computer-administered problems where simulations can be presented as part of the problem or graphs and other visuals can be manipulated as part of the problem solution