

REVIEW OF CURRENT ACADEMIC STANDARDS & DRAFT SCCCR STANDARDS

EOC

DECEMBER 15, 2014



AUTHORITY

Act 200 of 2014

Legislative Intent: Assistant Clerk of the Senate concluded that: “the General Assembly intended for a review of the current Common Core ELA and Mathematics standards to be the starting point for the development of new college and career readiness standards pursuant to Section 59-18-350(B). The extent to which the end product standards resemble the existing Common Core standards is within the sound discretion of the State Board of Education in consultation with the Education Oversight Committee.”

(Memorandum dated July 28, 2014 from Michael Hitchcock to Senators Courson and Hayes)



EOC REVIEW OF EXISTING STANDARDS

- Survey conducted between July 11- September 30 by independent contractor
- Respondents asked to comment on each of the standards and appendices using open-ended statements

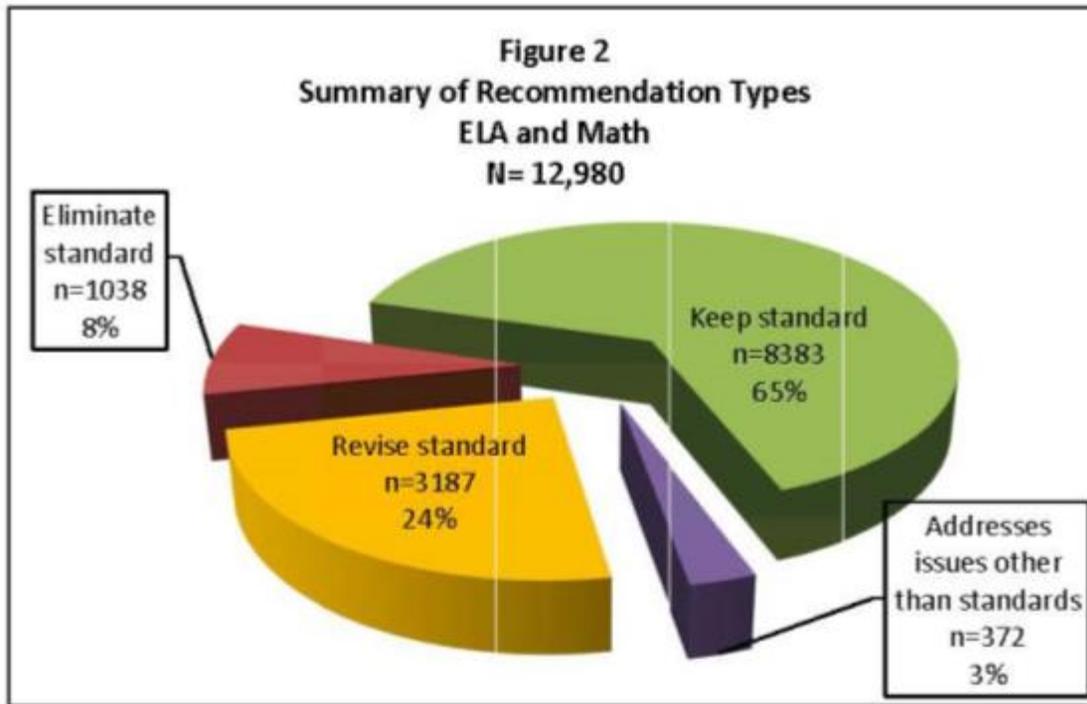


RESPONDENTS

- 716 Individuals took and completed survey (Table 1)
 - 60% Teachers
 - 20% Parents
- 13,274 individual comments made
- Appendix A: number of technical suggestions per Standard in ELA and math



ANALYSIS OF COMMENTS AND RECOMMENDATIONS



ANALYSIS OF COMMENTS AND RECOMMENDATIONS BY CONTENT AREA

English/Language Arts

65% Keep Standards

24% Revise Standards

7% Eliminate Standard

Mathematics

63% Keep Standards

26% Revise Standards

9% Eliminate Standards



SUMMARY OF EXIT COMMENTS

Theme 1: Many commenters were extremely positive about the Common Core State Standards

Theme 2: Others were critical of the standards, or felt that they were inappropriate

Theme 3: Concern with excessive testing

Theme 4: Standards could increase students' readiness for college.

Theme 5: Positive about standards, but worried that students could be unprepared from previous grades



EOC PANEL REVIEW OF STANDARDS WRITTEN BY SCDE WRITING PANELS

- Evaluation panels composed of 50 individuals nominated from EOC, State Board, SC General Assembly, TransformSC.
- Panel members split up into ELA and Math teams
- Panels met 5 times from October 2 through November 24 (only 4 with draft SCCCR standards)
- Consulted a variety of resources during evaluation



STANDARDS EVALUATION CRITERIA

Review conducted on the basis of criteria applied previously during cyclical review of academic content standards:

- 1. Comprehensiveness / Balance**
- 2. Rigor**
- 3. Organization / Communication**



EXPECTATIONS OF THE STANDARDS

1. Standards should define what all students should know and be able to do.
2. Standards should be aligned with national and world-class standards.
3. Standards should serve as an appropriate basis for the development of an objective and reliable statewide assessment.
4. Standards should reflect the recognized essential concepts and basic knowledge of a particular discipline.
5. Standards should be demanding and precise requiring students to master challenging content and processes (college and career-ready).
6. Standards should be written at a level of specificity that will best inform instruction, neither so narrow nor so broad as to be meaningless.



EVALUATION OF THE DRAFT MATH STANDARDS

- Four subgroups initially reviewed the K-12 standards
- Individuals mixed with other groups to achieve vertical progression among grades.
- K-8 Draft Standards recommended with acceptance of revisions in total; draft high school standards not recommended.



PERSPECTIVES FROM MATH PANEL MEMBERS



EVALUATION OF THE DRAFT MATH STANDARDS, K-5

- Substantive recommendations made at each grade level K-5
- The current Mathematical Process Standards should be maintained



EVALUATION OF THE DRAFT MATH STANDARDS, 6-8

- Substantive recommendations made at each grade level 6-8
- The group wants inclusion of an accelerated pathway for students who may take Algebra I in grade 8.
- The current Mathematical Process Standards should be maintained



EVALUATION OF THE DRAFT MATH STANDARDS, 9-12

- Overall finding: the proposed standards do not improve the current standards and, in some areas, weaken and detract from the preparation of high school students in mathematics
- A complete revision is recommended
- Panel recommends that standards be communicated and organized by key concept, rather than within courses
- The current Mathematical Process Standards should be maintained



EVALUATION OF THE DRAFT

ELA STANDARDS

- Four subgroups established to evaluate the standards
- Overall organization of the standards was a significant barrier to evaluation; recommendations on organization included in evaluation
- Three subgroups focused their recommendations on one strand: Reading: Literary Text
- High school group provided recommendations to the entire standards
- Standards are NOT acceptable – even with recommendations



PERSPECTIVES FROM ELA PANEL MEMBERS



EVALUATION OF THE DRAFT ELA STANDARDS

Overall review:

- The draft ELA standards are insufficient for students and teachers and inferior to existing standards.
- There is a lack of depth, clarity and organization within the standards
- The standards lack specificity, which drives the rigor of the standards, has been removed. Rigor derives from the expectations of teachers, and the expectations of teachers should be rooted in the standards.

EVALUATION OF THE DRAFT ELA STANDARDS

Overall recommendation:

- A complete re-write of the ELA standards is recommended provided there is significant practitioner involvement, clear directives, and adequate time given to the writing team.
- If the writing team is permitted to revise the current, state-approved standards, an approach supported by the results of the survey of the current standards and the legislative intent of Act 200, it is feasible that the ELA standards can be revised by a writing team and meet the directives set forth in Act 200 to have revised, college- and career-ready standards for the 2015-16 school year. (preferred)



EVALUATION OF THE DRAFT ELA STANDARDS

Major concerns:

- No clear progression of learning targets within the standards
- Lack of rigor or alignment to college- and career-ready expectations
- Too many standards
- Concerns with research, language, and speaking and listening standards
- No consistency in taxonomy structure

