



The Rhode Island Department of  
Elementary and Secondary Education

# Quarterly Updates

October 2012



Rhode Island's  
Transition to the  
Common Core



## RTTT Assessment Initiatives Update

The Office of Instruction, Assessment & Curriculum is thrilled to be launching three new assessment resources: [the Formative Assessment Online PD](#), the [Interim Assessment System](#), and the [Data Use PD](#). We are excited to share that approximately 84% of LEAs are participating in at least one of these initiatives this year, and 64% are participating in more than one. Read on for an update on our progress to date and a preview of the milestones coming up this fall.



## Formative Assessment Professional Development

*RIDE is developing a series of five online professional development modules 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 will include direct instruction, video models of practice, assessments of learning, pre-readings, etc. They will be accessible to all educators through the IMS.*

### July – September 2012 Recap:

Throughout the summer, RIDE worked with our vendor, [TechComm Partners](#) of Smithfield, to build the Introduction to the online course and Module 1: Exploring the Foundations of Classroom Formative Assessment. In August, we hosted [Facilitator Orientation](#) for educators who will be facilitating the Formative Assessment PD in their districts. The orientation included an overview of our [blended learning approach](#), an introduction to the Facilitator's Guides for the [Community of Practice](#), as well as some hands-on training in facilitation techniques and best practices. A video of one of the sessions is in production and will be available for facilitators who have recently been identified or who were not able to attend. The [Facilitator's Guides](#) for modules 1 and 2 are available on the formative assessment webpage as well as a short video about formative assessment in RI: [www.ride.ri.gov/Assessment/Formative.aspx](http://www.ride.ri.gov/Assessment/Formative.aspx).

## October-December 2012 Preview:

If your district is planning to launch the formative assessment PD this fall, it is very important that you **submit your complete TCS Data**. In addition, teachers who are slated to participate in the course must **verify their email address** for RIDEmap. The single sign-on will give them access to the IMS, where they can “attend” the online professional development. **Participants must be enrolled in the course by the district lead.** A webinar on how to create a section and enroll teachers is available on the formative assessment webpage. Once enrolled, teachers can begin the Introduction and proceed through Lessons 1-4 in Module 1. After completing the online module, teachers should meet with their Community of Practice (CoP) to discuss the content of Module 1. Complete agendas, activities, and materials for the CoP meetings for Modules 1 and 2 are available on the formative assessment webpage. **Module 2: Planning for Classroom Formative Assessment** will be available on the IMS by **November 1<sup>st</sup>**. For more information on the Formative Assessment PD, please contact Laura Kacewicz at 401-222-8993 or [laura.kacewicz@ride.ri.gov](mailto:laura.kacewicz@ride.ri.gov).

## 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—are slated to roll out in the fall of 2012. They will be available through the IMS.*

## July – September 2012 Recap:

Over the last few months RIDE, LEAs and schools have been preparing for the **November test administration**. In preparation LEA and school leadership have confirmed their plans for implementing the fixed form assessments, identified personnel to attend the interim assessment system training, and created plans to train other educators in their schools. RIDE has also begun planning a variety of **trainings on scoring assessments** – although the vendor will be professionally scoring the fixed form assessments this year, we are offering scoring practice through online modules and in-person professional development for all participating educators and scoring practice on sample student responses for those who administered the tests online. In August educators across Rhode Island participated in an **item review process** in which they provided feedback on mathematics and ELA content in grades 3-11, which was shared with the content developers. In September 25 schools across the state **pilot tested** constructed-response items from the interim assessments with their students. The sample student responses will be used for the scoring practice, mentioned above.

## October – December 2012 Preview:

Throughout the next quarter educators will be busy learning how to manage the fixed form assessments through the interim assessment system, preparing materials for testing in November, administering the assessments, interpreting their results, and participating in scoring training. RIDE will be working on the **upcoming January release of the Test Construction Tool** – the second component of the interim assessment system which allows users to create their own tests using an item bank.

## Data Use Professional Development

*The Data Use PD is currently in development and will launch in August of 2012. This professional development will be targeted towards school leadership teams and focus on the use of data to inform decision-making.*

### July – September 2012 Recap:

Prior to the launch of the Data Use Professional Development Series, RIDE and Wireless Generation delivered and recorded webinars for School Data Leadership Teams and District Data Liaisons in preparation for the 3-day intensive institutes. Both webinars are available on the website under the Resources tab ([www.ride.ri.gov/Assessment/DataUsePD.aspx](http://www.ride.ri.gov/Assessment/DataUsePD.aspx)).

RIDE and Wireless Generation delivered the **3-day intensive institutes** to all participating Year 1 schools. In total, 30 cohorts made up of 136 schools from across the state sent School Data Leadership Teams to the trainings in August and September. Using ongoing feedback and evaluations from the earlier trainings, RIDE and Wireless Generation continued to refine and adapt the training materials and delivery to best meet the needs of Rhode Island educators. RIDE and Wireless Generation also held small **focus groups** with LEA stakeholders to further refine the Day 4 content for both the 201 and 301 tiers.

In preparation for the on-site coaching visits, RIDE and Wireless Generation developed **On-Site Coaching Guidance** for the visits, located on our website under the Resources tab.

### October-December 2012 Preview:

All participants in the Data Use PD will receive their **Day 4 training** by the beginning of December. During the fourth day of training School Data Leadership Team members and District Data Liaisons will continue to expand their data analysis skills as well as reflect upon their experiences turnkeying the materials with their peers. Additionally, Data Analysis Coaches will conduct 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 will continue to develop and hone the content of the upcoming trainings based on feedback from the Data Analysis Coaches and the participants themselves. RIDE will continue to solicit feedback from stakeholders on the content of the trainings.

All **training materials**, including PowerPoint presentation, Turnkey exercises, and implementation plans, will be available electronically to all RI educators via the Instructional Management System.

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



# 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 July - September 2012

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#### CCSS Implementation Resources Developed

##### *For Central Office and Building Administrators:*

RIDE has [posted](#) additional resources to assist LEAs in implementing the CCSS:

- **Transition Planning (updated for SY 2012-2013)**
  - [LEA Transition PowerPoint – Updated 8/2012](#)
  - [LEA CCSS “Get Set!” Benchmarks](#)
  - [“Get Set!” School PD Implementation 2012-2013 ELA/Literacy SAMPLE](#)
  
- **Rubric for Evaluating Units of Study and Lesson Plans Aligned to the CCSS**

The Tri-State Collaborative (comprised of educational leaders from Rhode Island, Massachusetts, and New York) has developed criterion-based rubrics and review processes to evaluate the quality of units and lessons intended to address the Common Core State Standards for ELA/Literacy and Mathematics. Educators may use the rubrics to evaluate units and lessons and to inform and guide current and future collaborative curriculum development efforts. These resources may also assist in the understanding the critical areas of focus in the CCSS.
  
- **Additional Resources:**
  - [Instructional Leadership PD Module](#) (Achieve the Core)
  - [Criteria for Resources Aligned to the CCSS for Mathematics](#) (Engage New York)
  - [K-8 Publisher's Criteria for the CCSS for Mathematics](#) (CoreStandards.org)

##### *For Educators:*

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

- **PARCC Model Content Framework Resource for Mathematics and ELA/Literacy**

These resources engage educators with the PARCC Model Content Frameworks for ELA/Literacy, Grades 3-11 and also are intended to summarize the essential matter of the Model Content Frameworks for Mathematics for grades 3 - 8.

- **Writing an Argument Module:**  
This four-part module enables participants to understand the definition, key terminology, and characteristics of argument writing in the ELA/Literacy Common Core State Standards.
- **Academic Vocabulary Module:**  
This three-part module explores the Common Core State Standards' focus on General Academic Vocabulary as a way to provide greater access to complex texts.
- **Rubric for Evaluating Units of Study and Lesson Plans Aligned to the CCSS:**  
The Tri-State Collaborative (comprised of educational leaders from Rhode Island, Massachusetts, and New York) has developed criterion-based rubrics and review processes to evaluate the quality of units and lessons intended to address the Common Core State Standards for ELA/Literacy and Mathematics. Educators may use the rubrics to evaluate units and lessons and to inform and guide current and future collaborative curriculum development efforts. These resources may also assist in the understanding the critical areas of focus in the CCSS.
- **Additional Resources:**
  - [Instructional Leadership PD Module](#) (Achieve the Core)
  - [Math Shifts PD Module](#) (Achieve the Core)
  - [Webinar: Language Arts Instructional Strategies for Special Education Teachers and ALL Teachers](#) (CCSSO)
  - [Criteria for Resources Aligned to the CCSS for Mathematics](#) (Engage New York)
  - [K-8 Publisher's Criteria for the CCSS for Mathematics](#) (CoreStandards.org)
  - [Military Families – CCSS: Will it make a difference for our military-connected students?](#) (Military Child Education Coalition)
  - [Parent Roadmaps for the CCSS](#) (Council of Great City Schools)

### Study of the Common Core State Standards

The official end of Study of the Standards will be September 30<sup>th</sup> and we more than met our goal. While a few districts would like to complete their participation, the majority have fulfilled their RTTT commitments. Several went far above and beyond expected participation rate. As a result, we have had over 5,800 participants in Study of the Standards- from classroom teachers, to central office staff to higher education faculty. The workshops truly were a state-wide initiative.

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](http://www.ride.ri.gov/Division-EEIE/Curriculum/StudytheStandards.aspx).

### Curriculum Development

East Providence, Pawtucket, and the SORICO group have started their second year of Intensive Curriculum writing. Science Cohort 3- with participants from charters and districts from all over the state started Intensive Curriculum Alignment in September. Teacher writing teams have begun work learning the frameworks for the Next Generation Science Standards. In Math Cohort 4, teacher writing and leadership

teams have started work with Intermediary Service Providers (ISP) as lead facilitators. This cohort marks an exciting transition of work from the Dana Center to Rhode Island ISPs.

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

### **PARCC Progress Updates**

#### **PARCC Technology Readiness Tool**

The second of six data-collection windows for the PARCC Technology Readiness Tool (TRT) began in September. Districts that did not complete their inventory in the spring were recommended to complete it during this window. A wiki and other communication tools used during the collection are available on the Rhode Island group's page at [Assess4Ed.net](http://Assess4Ed.net), an online community operated by the State Educational Technology Directors Association (SETDA) to support technology leaders in this transition. RIDE's Fall 2012 update: [www.ride.ri.gov/Assessment/DOCS/PARCC/PARCC\\_Technology\\_Readiness\\_Tool\\_2012\\_Update.pdf](http://www.ride.ri.gov/Assessment/DOCS/PARCC/PARCC_Technology_Readiness_Tool_2012_Update.pdf).

#### **PARCC States Begin Selection Process for Item Review Committees**

In April, PARCC requested its states to create Item Review Committees (IRCs) to participate in work sessions during the summer and fall this year. Educators selected for the IRCs will review the passages and items for bias, sensitivity, and content prior to the items being piloted in Spring 2013.

#### **Rhode Island Educator Leader Cadre Selected**

RIDE is pleased to announce the formation of our Educator Leader Cadre (ELC), a team of 24 members that is an integral part of RI's strategy for engaging educators around the implementation of the Common Core State Standards and the transition to the PARCC. Specifically, Rhode Island's ELC will share best practices regarding implementation and use of PARCC materials, engage in reviewing PARCC developed – and PARCC state-developed – instructional materials and become active leaders in state and local implementation efforts. More information about Rhode Island's ELC can be found here:

[www.ride.ri.gov/Assessment/PARCC.aspx#RI-ELC](http://www.ride.ri.gov/Assessment/PARCC.aspx#RI-ELC)

#### **Model Content Frameworks Updated**

In the summer of 2012, PARCC again solicited feedback on the **Model Content Frameworks**, and a refined version was issued that incorporates feedback as needed. 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](http://www.parcconline.org/parcc-model-content-frameworks).

#### **PARCC Item / Task Prototypes Released**

RIDE is pleased to announce the first release 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](http://www.parcconline.org/samples/item-task-prototypes).

## Looking Ahead to October - December 2012

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### 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](mailto:RI.CommonCore@ride.ri.gov).

#### Coming Soon:

- **Additional Information and Guidance on the Technology Transition for PARCC**

### 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 English language arts (ELA)/Literacy. PD sessions will be offered throughout the SY2012-2013 and be dedicated to assist LEAs in developing a cadre of LEA/school leaders to facilitate professional development at the school and/or LEA level. Therefore, each LEA will be allotted a specific number of spaces across all of the PD sessions. This structure will enable an LEA to set their own priorities according to their individual needs. Specifics regarding the LEA PD sessions will be shared in early October. Additionally, these PD sessions will be 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](mailto:kate.schulz@ride.ri.gov) for further information (cost, # of participants, time, etc.) on scheduling an LEA session.

We will also be offering these same PD sessions on select Saturdays throughout the SY2012-13 as well as in late June 2013 for individual educators across Rhode Island to build their own understanding of the critical areas within the ELA/Literacy CCSS. Information regarding “open” sessions for Rhode Island educators will be available in early November. Be sure to sign up for the CCSS Transition page’s RSS feed as this will be our formal announcement for the “open” PD sessions.

### 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 will also offer 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. As described above, these sessions will be offered first for LEA sign up and then opened up to all.

### Curriculum Writing

Intensive Curriculum Alignment work will continue in the second year for ELA Cohort 1 and for Math Cohort 3. The first year of work for Math Cohort 4 and for Science Cohort 3, both begun in September, will continue with professional development in content and writing work.

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

## **PARCC – Draft College- and Career-Ready (CCR) Determination Policy and Policy-Level Performance Level Descriptors**

Performance-level descriptors and the draft policy on college-ready determinations are the first step in the process that K-12 and postsecondary leaders in PARCC states will undertake over the next three years to specify the performance expectations students must meet in English language arts/literacy and mathematics to demonstrate their preparation for entry-level, credit-bearing postsecondary courses. These performance expectations are rooted in the knowledge and skills in ELA/literacy and mathematics in the Common Core State Standards (CCSS), which all PARCC states have adopted. Once the College-Ready Determination policy and general PLDs are adopted by the PARCC Governing Board and Advisory Committee on College Readiness (ACCR), PARCC content and assessment experts will develop subject- and grade-specific PLDs. The Governing Board and ACCR will also begin to consider details of the standard-setting event that will follow the first operational administration of the PARCC assessments in summer 2015 and will result in the identification of threshold scores for all PARCC performance levels.

While the knowledge and skills contained in the CCSS are necessary for success in both postsecondary education and the workplace, these draft policies are focused on characterizing college readiness and defining entry-level, credit-bearing courses. Addressing career readiness is a priority for PARCC and will include additional future engagement with representatives from the career and technical education and business communities.

Based on feedback from members of the public, PARCC states will review and revise these draft policies as necessary before formally adopting them in the fall of 2012. For more information on the draft policy and descriptors, visit: [www.parcconline.org/CRD-PLD-survey](http://www.parcconline.org/CRD-PLD-survey).

## **PARCC – Draft Grade- and Subject-Specific Performance Level Descriptors Development**

In fall 2012, PARCC will be developing draft grade- and subject-specific performance level descriptors (PLDs). The draft PLDs will be presented to the Governing Board and Advisory Committee on College Readiness (ACCR) at their joint meeting in December 2012. Those bodies will be asked to approve the draft PLDs for release for public review, which will occur through January 2013. The PLDs will be revised based on public feedback, and the Governing Board and ACCR will be asked to approve the revised grade- and subject-specific PLDs in spring 2013.