



GENERAL RESOURCES

[State Education Agency Common Core Implementation Progress and Capacity Rubric](#)

This rubric, developed by the U.S. Education Delivery Institute and the Council of Chief State School Officers, provides state educational agency (SEA) and district leaders with a tool for monitoring Common Core State Standards (CCSS) implementation. The rubric is divided into four domains: system alignment and system change, educator supports, student supports, and communication and engagement. Each domain contains specific questions related to implementation, anchor statements that describe the weakest level of implementation (level 1) and the highest level of implementation (level 4), and examples of evidence to support the rating given in each category.

[http://www.ccsso.org/Documents/State%20Education%20Agency%20CCSS%20Implementation%20Progress%20and%20Capacity%20Rubric\(1\).pdf](http://www.ccsso.org/Documents/State%20Education%20Agency%20CCSS%20Implementation%20Progress%20and%20Capacity%20Rubric(1).pdf)

[Getting Common Core Right: What We've Learned](#)

This issue brief from the Learning First Alliance (LFA) identifies three key strategies that contribute to successful implementation of Common Core. These strategies are the result of a five-year LFA *Get it Right* initiative designed to locate and document best and/or promising implementation practices from states and districts throughout the country. According to LFA, the three key strategies that facilitate successful CCSS implementation are

- Engaging a broad community of stakeholders, including families and community members, in the implementation process from the beginning.
- Separating the standards from the assessments of student learning, making sure stakeholders clearly understand what the standards mean and how they affect teaching and learning.
- Understanding that getting all the facets of CCSS implementation “right” is a time-consuming, multi-year process.

The brief includes an explanation of the three key strategies along with descriptions of the activities that selected states are taking to successfully implement them.

<http://www.learningfirst.org/sites/default/files/assets/WhatWe%27veLearnedFINAL.pdf>

[Milestones](#)

This video collection from *Great Kids!* helps parents track their child’s academic progress by showing them what end-of-year grade level success looks like in reading, writing, and mathematics for Grades K–5. Videos illustrate key instructional practices and student learning behaviors by grade level in each of the three content areas. The videos can be sorted by either grade level or content area, and each video is supplemented with additional resources such as worksheets, articles, activities, samples of student work, and book lists.

<http://www.greatschools.org/gk/milestones/>

[CCSS Forward: State Resources and Success Stories to Implement the Common Core](#)

This website hosted by the Council of Chief State School Officers (CCSSO) contains a compilation of resources designed to assist states, districts, and schools in implementing Common Core in English language arts (ELA) and mathematics. These resources are grouped into five searchable categories: (a) Implementation Tools and Resources that have been developed by the CCSSO or other organizations with expertise in the Common Core, (b) State Spotlights that highlight promising implementation practices from a number of states, (c) English Language Arts Resources, (d) Mathematics Resources, and (e) a listing of Webinars and Newsletters that have been created as part of the Implementing the Common Core State Standards (ICCS) Collaborative.

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

[Education Commission of the States Information Clearinghouse](#)

This website contains a compilation of resources designed to disseminate information and encourage informed discussions among state education leaders on a number of current key educational topics. These resources are grouped into seven searchable categories to provide state leaders with a comprehensive view of P–20 education: (a) Education Issues A–Z, (b) Research Studies, (c) Reports and Databases, (d) State Legislation, (e) State Profiles, (f) Projects and Institutes, and (g) Newsroom. Clicking on the Assessment and Standards links under the Educational Issues A–Z tab allows readers to access a variety of resources on standards implementation and the development of standards-based assessment systems.

<http://www.ecs.org/html/clearinghouse.asp>

[Get It Right Podcasts: Ray Leone](#)

In this podcast from the Learning First Alliance, Maryland PTA President Ray Leone discusses building parent and community support for the Common Core. Mr. Leone talks about the importance of working with state departments of education, local education agencies, principals, and teachers to establish lines of communication that would garner open parent and community discussions regarding the development and implementation of the standards. The podcast also addresses the issues of increased rigor, standards and assessment alignment, and the potential for test scores to go down initially (and ways to share that information with parents).

<http://www.learningfirst.org/get-it-right-podcasts-ray-leone>

[A Compendium of Research on the Common Core State Standards](#)

This document is a 2015 update to the previous version of *A Compendium of Research on the Common Core State Standards* produced by the Center on Education Policy. The *Compendium* provides educational leaders with an overview of research that informs standards policy and implementation. This update contains one-page summaries of more than 85 research studies on various aspects of the Common Core from 55 different authors. Each summary includes the focus of the study, its methodology, the key findings, and a hyperlink to the full report. The studies have been categorized across nine areas: (a) Communications & Public Opinion; (b) Comparison of CCSS Content to Wide-Scale Assessments; (c) Content, Curriculum, & Alignment; (d) Cost Analysis; (e) Governance & Leadership; (f) Implementation; (g) Teacher Preparation; (h) Teaching & Professional Development; and (i) Testing & Assessment. Readers can access the entire compendium as a single document or access each of the nine topic areas separately.

<http://www.cep-dc.org/displayDocument.cfm?DocumentID=438>

[Classroom Observations: Documenting Shifts in Instruction for Districtwide Improvement](#)

This research brief was developed by WestEd to help *Math in Common* district leaders establish a classroom observation system that accurately measures shifts in teacher instructional practices as they implement the Common Core in mathematics and provides data that informs district improvement decisions. Section 1 of the three-part document discusses research findings on three key features of effective classroom observation systems: purpose, focus, and reliability of data. This section also includes a chart that summarizes some of these key features in selected existing classroom observation tools. Section 2 of the brief identifies five factors to consider when implementing a classroom observation system, such as choosing an appropriate observation tool and sample, scheduling observations, selecting and training observers, and using data. The final section of the brief contains an annotated bibliography.

<http://www.wested.org/resources/documenting-shifts-in-instruction/>

[State Policy Recommendations for Providing Educators Access to College- and Career-Ready Open Educational Resources](#)

This report from Achieve examines the role of open educational resources (OER) in supporting the implementation of college- and career-ready standards (CCRS). The purpose of OER is to allow free, high-quality resources aligned with CCRS to be shared within and among states. Two key policy recommendations are that states and districts incorporate OER into state strategies for supporting CCRS implementation and ensure the selected resources are high quality and aligned with CCRS. The report provides additional recommendations for setting goals and timelines for incorporating OER; applying specific alignment criteria (e.g., existing tools and rubrics that are summarized in the document); collaborating on resource development; and including OER in professional development activities. State OER initiatives and/or activities related to using OER to help students meet college- and career-ready standards are highlighted throughout the report.

<http://www.achieve.org/files/OERStatePolicyRecommendations0324.pdf>

[Closing the Expectations Gap: 2014 Annual Report on the Alignment of State K–12 Policies and Practice with the Demands of College and Careers](#)

This report, based on Achieve's ninth annual 50-state survey, examines the progress states have made in creating a policy framework that aligns high school graduation requirements, assessments, and accountability systems with college and career-ready standards. This document details state efforts toward (a) requiring all high school students to complete a course of study that is aligned to CCR standards; (b) monitoring and reporting on the implementation and effectiveness of graduation requirement policies in a transparent and public manner; (c) ensuring that required courses aligned to CCR requirements are consistently rigorous; and (d) validating that accountability/assessment systems are strong, coherent, and measure college and career readiness. The report identifies states that have made significant gains in one or more of these areas and concludes there is much work yet to be done to ensure that all youth are college and career ready when they leave high school.

<http://www.scribd.com/doc/254033139/Closing-the-Expectations-Gap-2014>

[A Framework for Coherence: College and Career Readiness Standards, Multi-tiered Systems of Support, and Educator Effectiveness](#)

This *Special Issues Brief* from the Center on Great Teachers and Leaders provides policymakers, SEA leaders, and staff from regional/intermediate service agencies with a framework for bringing coherence to three major educational reform initiatives. Although college- and career-readiness standards, multi-tiered systems of support (MTSS), and educator effectiveness systems are often treated as separate and distinct initiatives, this brief points out that they share the common goal of improving the quality of instruction, which leads to improved student outcomes. The authors describe each of these initiatives separately and then provide suggestions for how educators can improve alignment and coherence among CCRS, MTSS, and educator

effectiveness systems through leveraging these three opportunities: creating a shared focus, creating better instructional supports for students, and creating better professional learning supports for teachers. The authors conclude that bringing alignment and coherence to these three reform efforts will make them more sustainable and effective.

http://www.gtlcenter.org/sites/default/files/Multi-Tiered_Systems_of_Support.pdf

[New Science Standards: A Readiness Assessment for State Boards of Education](#)

This guidebook, jointly developed by the Center on Great Teachers and Leaders at American Institutes for Research and the National Association of State Boards of Education, is designed to help state boards of education (SBEs) determine their readiness to implement new science standards. The document includes a self-assessment matrix, the *Standards Readiness Assessment*, which is organized into seven domains: (a) Vision and Strategic Plan, (b) Leadership, (c) Communication, (d) Educator Effectiveness, (e) College and Career Readiness, (f) Student Learning Assessment, and (g) Support for District Implementation. The matrix for each domain includes a set of guiding questions, recommended actions to take if implementation is not solidly underway, challenges SBEs can expect as they pursue implementation steps, and cross-references to other related sections of the document. Additional guidance, also organized by the seven domains, highlights strategies that specific states are employing to ensure readiness to implement the new science standards and includes extra resources.

<http://www.nasbe.org/press-releases/new-nasbe-resource-guides-states-through-science-standards-adoption/#>

English/Language Arts (ELA) Resources

[Common Core State Standards Video Series for English Language Arts](#)

These Common Core State Standards videos for ELA are designed to support states, schools, and teachers in the implementation of the Common Core. The videos were created in collaboration with states in the Southeast Comprehensive Center region based on their needs for professional development support in the implementation of the standards. Each video is an audiovisual resource that focuses on one or more specific standards and usually includes examples/illustrations geared to enhancing understanding. Additional videos are being created and added to the website periodically.

http://secc.sedl.org/common_core_videos/index_ela.php

[Released English Language Arts Practice Tests from Partnership for Assessment of Readiness for College and Careers \(PARCC\)](#)

This web page provides access to Partnership for Assessment of Readiness for College and Careers (PARCC) English language arts/literacy practice tests with answer keys and scoring rubrics for grade levels 3–11. Performance-based practice tests and end-of-year (EOY) practice tests are available in online, paper, and large-print versions, and EOY practice tests are available in additional accommodated formats. The page also contains information on accessibility and accommodations and a link to the PARCC Accessibility Features and Accommodations Manual.

<http://parcc.pearson.com/practice-tests/english/>

[Mississippi College- and Career-Readiness Standards for English Language Arts 2014 Scaffolding Document](#)

This document from the Mississippi Department of Education is designed to support teachers in understanding the Reading, Writing, Speaking and Listening, and Language College- and Career Readiness Standards and in planning instruction that follows the progression of learning. There is a chart for each standard that includes a bulleted list of (a) Pre-requisite Knowledge (what student should know from previous grade levels), (b) Conceptual Understanding (what students should understand), and (c) Evidence of Knowledge (what students should be able to do with that knowledge). Additional information includes a listing of key terms, concepts, and vocabulary that are related to each standard.

<http://www.mde.k12.ms.us/ESE/ccr>

[ELA/Literacy Grade-Level Instructional Materials Evaluation Tool](#)

This web page provides access to the Council of the Great City Schools' ELA/Literacy Grade-Level Instructional Materials Evaluation Tool-Quality Review (GIMET-QR) for Grades K–12. GIMET-QR is a framework for evaluating the quality of the content and the design of instructional materials in relation to the rigor reflected in the Common Core document entitled, "English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects." Reviewers cite the level of evidence that addresses and supports a series of guiding statements referencing the Common Core for non-negotiables, such as text complexity and other criteria. Reviewers summarize the strengths and weaknesses of each text or set of materials, note areas that may need supplementation, and make adoption recommendations based on their evaluations.

<http://www.cgcs.org/Page/474>

Mathematics Resources

[Quality Online Resources and Supports for Educators Teaching the Common Core State Standards for Mathematics](#)

This document from the Regional Educational Laboratory (REL) Northeast & Islands provides an overview of 13 instructional and 6 professional development online resources designed to support implementation of the Common Core in Mathematics (CCSSM). These resources were selected as exemplars based on the *Educators Evaluating the Quality of Instructional Products* (EQuIP) rubric. The resources were categorized as "Exemplars" or "Exemplars if Improved." The document explains the methodology used and includes a copy of the EQuIP rubric used to identify the exemplars.

<http://www.relnei.org/wp-content/uploads/2015/03/4-1-4-NRDRA-Quality-Online-Resources.pdf>

[Common Core State Standards Video Series for Mathematics](#)

These Common Core videos for mathematics are designed to support states, schools, and teachers in the implementation of the standards. The videos were created in collaboration with states in the Southeast Comprehensive Center region based on their needs for professional development support in the implementation of the Common Core. Each video focuses on one or more specific standards and usually includes examples/illustrations geared to enhancing understanding. Additional videos are added to the website periodically and include connections to other related standards and applications to the Standards of Mathematical Practice.

http://secc.sedl.org/common_core_videos/

[Released Mathematics Practice Tests from Partnership for Assessment of Readiness for College and Careers \(PARCC\)](#)

This web page provides access to Partnership for Assessment of Readiness for College and Careers practice tests with answer keys and scoring rubrics for grade levels 3–8 mathematics, Algebra I, Geometry, Algebra II, and guidance for using the traditional pathway tests within an Integrated Mathematics Pathway. Performance-based practice tests and end-of-year (EOY) practice tests are available in online, paper, and large-print versions, and EOY practice tests are available in additional accommodated formats. This page also contains information on accessibility and accommodations and a link to the PARCC Accessibility Features and Accommodations Manual.

<http://parcc.pearson.com/practice-tests/math/>

[Mississippi College- and Career-Readiness Standards for Mathematics 2014 Scaffolding Document](#)

This document from the Mississippi Department of Education is designed to support teachers in understanding the Mathematics College- and Career-Readiness Standards in each of the K–8 domains and 9–12 conceptual categories as well as in planning instruction that follows the progression of learning. There is a chart for each standard that includes a bulleted list of (a) Prerequisite Knowledge (what student should know from previous grade levels), (b) Conceptual Understanding (what students should understand), and (c) Evidence of Knowledge (what students should be able to do with that knowledge/what mastery of the standard looks like).

<http://www.mde.k12.ms.us/ESE/ccr>

[Mathematics Grade-Level Instructional Materials Evaluation Tool](#)

This web page provides access to the Council of the Great City Schools' Mathematics Grade-Level Instructional Materials Evaluation Tool-Quality Review (GIMET-QR) for Grades K–8. GIMET-QR provides a framework for evaluating the quality of instructional materials and how well the materials and assignments meet the levels of rigor reflected in the mathematics Common Core State Standards. Reviewers cite specific evidence that addresses and supports a series of guiding statements referencing the Common Core and use that evidence to rate the materials as "High Quality/Exciting," "Good Quality," or "Minimal Quality." Reviewers summarize the strengths and weaknesses of each text or set of materials, note areas that may need supplementing, and make adoption recommendations based on their evaluations.

<http://www.cgcs.org/Page/475>

College- and Career-Readiness Assessment Resources

[Getting Ready for PARCC](#)

This presentation from the Center for Standards and Assessment Implementation provides an overview of the expectations underlying the new assessments and examines how Partnership for Assessment of Readiness for College and Careers develops its assessments using an evidence-centered design (ECD) process. The presentation describes each phase of the ECD process, focusing on the areas of (a) Claims and Assessment Targets, (b) Item and Task Specification, and (c) Test Blueprints. It also provides educational leaders and teachers with an action plan for preparing students to meet the higher expectations for evidence-based learning reflected in the PARCC assessments.

http://csai-online.org/sites/default/files/resources/4666/Herman_LABSWconf02-15.pdf

Smarter Balanced Practice and Training Tests

This web page provides access to the Smarter Balanced Assessment Consortium mathematics and English language arts (ELA) training, practice, and performance tests for Grades 3–11. The web page provides a link to the *Resources and Documentation* page, where users can find manuals and user guides, classroom activities, scoring guides, annotated anchors for performance tasks, and writing rubrics that support the Common Core. The Smarter Balanced Practice and Training Tests web page also provides a link to the *Student Interface: Practice and Training Test* links (written in English and Spanish). Once users sign in, they can access grade-level tests and performance tasks for math and ELA.

<http://sbac.portal.airast.org/practice-test/>

For Parents from Partnership for Assessment of Readiness for College and Careers (PARCC)

This Partnership for Assessment of Readiness for College and Careers website link provides information and materials for parents to familiarize themselves with PARCC assessments. Resources include Frequently Asked Questions (FAQs), side-by-side comparisons between test items from older tests, and similar items from the new PARCC tests, a glossary of common assessment terms, a presentation that explains the new vision of assessment and how PARCC tests will be different, and a number of resources that districts and schools can download and adapt to help parents and families understand the PARCC assessments and how their results will inform instruction. There are also links to Common Core parent resources available from 13 individual states.

<http://parconline.org/for-parents>

Performance Assessments: How State Policy Can Advance Assessments for 21st Century Learning

This white paper from the National Association of State Boards of Education and the Stanford Center for Opportunity Policy in Education (SCOPE) informs state board members and other policymakers about the role of performance assessments in evaluating the hard-to-measure interpersonal and analytical skills that are key to students' success in the 21st century workforce, such as teamwork, problem solving, and effective communication. The document provides a discussion of eight policy considerations for state board of education members and other policymakers to address as they create assessment systems that include performance assessments. These are presented under the topic headings of (a) Purpose, (b) Sustainability, (c) Reliability, (d) Accountability, (e) Alignment, (f) Capacity, (g) Equity, and (h) Implementation. The final section of the document includes a set of questions related to each of these eight considerations that policymakers and practitioners can ask to determine the current status of their assessment system, identify gaps, and formulate next steps toward creating a system that supports excellence, equity, and instructional improvement.

http://www.nasbe.org/wp-content/uploads/Parsi-LDH-Performance-Assessment_Jan2015.pdf

[Aiming High: Setting Performance Standards for Student Success](#)

This report describes a recent study by the American Institutes for Research (AIR) that found most states have adopted rigorous content standards, but a number of states have set low performance standards. The study found wide variance between states in what was considered proficient performance. To address the issues of low expectations and lack of comparability, the authors of this report recommend that states use the benchmark method or other evidence-based approaches to setting performance standards. The report includes a five-step process states can employ to set performance standards that are more closely aligned with international and college- and career-readiness standards. The report also identifies challenges states may face in implementing more rigorous performance standards (e.g., political discord, stakeholder pushback, and public concern over the likelihood that more students will not meet proficiency). The authors stress the importance of education, communication, and dissemination of information as strategies for meeting those challenges and suggest looking to New York and Kentucky for examples of how those states communicated with stakeholders about performance standards and their effect on test scores.

<http://www.air.org/resource/aiming-high-setting-performance-standards-student-success>

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