

(B) Standards and Assessments (70 total points)



State Reform Conditions Criteria

(B)(1) Developing and adopting common standards (40 points)

The extent to which the State has demonstrated its commitment to adopting a common set of high-quality standards, evidenced by (as set forth in Appendix B)—

(i) The State’s participation in a consortium of States that— (20 points)

- (a) Is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and
- (b) Includes a significant number of States; and

(ii) — (20 points)

- (a) For Phase 1 applications, the State’s high-quality plan demonstrating its commitment to and progress toward adopting a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State, and to implementing the standards thereafter in a well-planned way; or
- (b) For Phase 2 applications, the State’s adoption of a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State in a high-quality plan toward which the State has made significant progress, and its commitment to implementing the standards thereafter in a well-planned way.²

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

² Phase 2 applicants addressing selection criterion (B1ii) may amend their June 1, 2010 application submission through August 2, 2010 by submitting evidence of adopting common standards after June 1, 2010.

Evidence for (B)(1)(i):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a standards consortium.
- A copy of the final standards or, if the standards are not yet final, a copy of the draft standards and anticipated date for completing the standards.
- Documentation that the standards are or will be internationally benchmarked and that, when well-implemented, will help to ensure that students are prepared for college and careers.
- The number of States participating in the standards consortium and the list of these States.

Evidence for (B)(1)(ii):

For Phase 1 applicants:

- A description of the legal process in the State for adopting standards, and the State's plan, current progress, and timeframe for adoption.

For Phase 2 applicants:

- Evidence that the State has adopted the standards. Or, if the State has not yet adopted the standards, a description of the legal process in the State for adopting standards and the State's plan, current progress, and timeframe for adoption.

Recommended maximum response length: Two pages

B.i. Developing and Adopting Common Standards

B.1.i. Developing and adopting common standards in a consortium of States

North Carolina is an active member of the *Common Core State Standards Initiative*, a 48-state initiative.

Commitment to Common Core Standards

NC is a committed participant in, and signatory to, the *Common Core State Standards Initiative*, which is driven by a Consortium that has developed shared state standards in K-12 Mathematics and English. This Consortium is led by the National Governors' Association Center for Best Practices (NGA) and the Council of Chief State School Officers (CCSSO) and includes 48 states. A copy of the Standards Consortium Memorandum of Agreement, the list of participating states, and one section of each of the English Language Arts (ELA) and Mathematics standards can be found in Appendices 11, 12, 13 and 14.

NC has demonstrated commitment to raising and clarifying standards, as evidenced by the recommendations of the State Board's Blue Ribbon Commission on Testing and Accountability (NC Blue Ribbon Commission, 2008b) and the follow-up action plan, *A Framework For Change*, created by the State Board (NC Blue Ribbon Commission, 2008a; see Appendix 15 for a section of this document). This work led to NC's five-year Accountability and Curriculum Reform Effort, which includes the revision of all NC standards to focus on deeper essential standards and demonstrates NC's commitment to internationally benchmarked, "fewer, clearer, and higher" standards. NC also is committed to leveraging standards common to multiple states to gain new advantages, including national equity of expectations for students, potential economies of scale around curriculum and assessment, comparable student achievement data, and the resulting opportunity to determine what truly works across the country.

Our confidence that the Common Core will establish a high bar defining the most important student outcomes is supported by evidence that the standards are on par with international expectations and will produce high school graduates ready for college and careers. The Consortium has used exemplar state standards to inform the writing process and has convened a strong group of experts to draft, revise, and validate the Common Core. As described in documentation provided by CCSSO (see Appendix 16), the Common

Core standards are internationally benchmarked and, when well implemented and achieved, will ensure college and career readiness. Dr. Jere Confrey, a leading researcher at NC State University (NCSU) on mathematics learning trajectories, was a member of both the NC Mathematics standards team and the Common Core validation committee and will help plan the NC transition to the Common Core mathematics standards.

B.1.ii. Plan to develop and adopt common standards

North Carolina will adopt the Common Core Standards by July 31, 2010.

NC will adopt the Common Core by July 31, 2010, and integrate them into our ongoing Accountability & Curriculum Reform Effort work, with its three-fold focus on improved standards, comprehensive assessment, and a next-generation state accountability model. The State Board of Education (State Board) has documented its commitment to the Common Core and has the authority to adopt content standards as granted by NC General Statute 115C-12 (9c), described in Appendix 17. The Governor’s Education Cabinet and key legislative leaders have also indicated support for the Common Core. On January 13, 2010, as part of her *Career and College: Ready, Set, Go* Education Agenda (see Section A1), Governor Perdue directed the State Board, UNC Board of Governors (UNC), NC Independent Colleges and Universities, and the NC Community College Board to develop a process for adopting the Common Core. The North Carolina Parent Teacher Association also has signed resolutions supporting the adoption and implementation of the Common Core standards (see Appendix 18). NC recognizes that these new standards are necessary but not sufficient to significantly improve achievement and close achievement gaps; therefore, NC also will invest in a strategic roll-out and professional development plan, as outlined in Sections B3, C3, and D5.

Note: NC will bring the final Common Core (released June 2, 2010) to the State Board in June for discussion and in July for adoption. Evidence of the adoption of the Common Core will be sent as an addendum to this application directly after the July 2010 State Board meeting.

(B)(2) Developing and implementing common, high-quality assessments (10 points)

The extent to which the State has demonstrated its commitment to improving the quality of its assessments, evidenced by (as set forth in Appendix B) the State’s participation in a consortium of States that—

- (i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium’s common set of K-12 standards (as defined in this notice); and
- (ii) Includes a significant number of States.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (B)(2):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a consortium that intends to develop high-quality assessments (as defined in this notice) aligned with the consortium’s common set of K-12 standards; or documentation that the State’s consortium has applied, or intends to apply, for a grant through the separate Race to the Top Assessment Program (to be described in a subsequent notice); or other evidence of the State’s plan to develop and adopt common, high-quality assessments (as defined in this notice).
- The number of States participating in the assessment consortium and the list of these States.

Recommended maximum response length: One page

B.2. Developing and Implementing Common, High-Quality Assessments

B.2.i. and B.2.ii. Jointly developing and implementing assessments with a significant number of states

As a governing state (the only one from the Southeast) in the SMARTER Balanced Assessment Consortium, NC will help lead efforts to jointly develop common, high quality assessments. The Consortium currently has 33 members, of which 13 are governing states.

NC is committed to collaborating with other states and national organizations to develop common assessments to measure student achievement of the Common Core. On January 6, 2010, the State Board approved the following resolution: “The North Carolina State Board of Education endorses North Carolina working in collaboration with other states on formative, benchmark, diagnostic and summative assessments based on Common Core standards” (Appendix 4). NC has joined the SMARTER Balanced Assessment Consortium (Consortium) as a governing state. As part of this Consortium, NC plans to be party to an application for a RttT comprehensive assessment grant to support development of a system of summative, formative, and interim assessments closely related to our vision for a statewide instructional improvement system outlined in Section C3

As a governing state serving on four working committees, NC will work with the Consortium to develop innovative assessments, including technology-enhanced and performance-based items that are implemented entirely through an online system. The Consortium is also investigating the possibility of scoring these innovative items using artificial intelligence, which will allow teachers to access feedback and analysis soon after administration of the assessments.

Well before the advent of the Common Core, NC demonstrated commitment to developing common assessments. As a member of the American Diploma Project’s Assessment Consortium (15 states), NC worked on establishing common Algebra I and Algebra II assessments. The resulting end-of-course exams represented the largest multistate common assessment effort ever undertaken (Achieve, 2009). See Appendix 19 for American Diploma Project contract; see Appendix 20 for a copy of the signed consortia agreement of what is now the SMARTER Balanced Assessment Consortia and Appendix 21 for a list of participating states.

(B)(3) Supporting the transition to enhanced standards and high-quality assessments (20 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards. State or LEA activities might, for example, include: developing a rollout plan for the standards together with all of their supporting components; in cooperation with the State's institutions of higher education, aligning high school exit criteria and college entrance requirements with the new standards and assessments; developing or acquiring, disseminating, and implementing high-quality instructional materials and assessments (including, for example, formative and interim assessments (both as defined in this notice)); developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments; and engaging in other strategies that translate the standards and information from assessments into classroom practice for all students, including high-need students (as defined in this notice).

The State shall provide its plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Eight pages

B.3. Supporting the Transition to Enhanced Standards and High-Quality Assessments

North Carolina will transition to the *Common Core Consortium* and other new State standards, and high-quality assessments tied to these standards, by working in partnership with LEAs to do the following:

- Generate educator and stakeholder support of the new standards;
- Ensure educator mastery of the standards and provide educators with the necessary tools to translate that knowledge into student outcomes;
- Support meaningful use of test data and help educators and students transition to using online testing; and
- Align high school exit criteria and college entrance requirements to the standards.

Improving state standards and assessments are essential steps toward transforming schools and classrooms; NC has an ambitious but achievable plan to accelerate this transformation. Going beyond adoption of the Common Core English Language Arts (ELA) and Mathematics standards, NC plans to use RttT funding also to revise the K-12 standards and assessments *in all other subject areas* to ensure that they reflect internationally benchmarked expectations and promote career and college readiness. RttT funding will thus support the State's efforts to transform all content areas. NC is aware, however, that the impact of even such sweeping improvements will depend primarily upon the beliefs, knowledge, and skills of educators who will use the standards and assessments to improve instruction. NC's goals around the implementation of the new standards and assessments therefore focus largely on providing professional development and learning tools to shape teachers' and administrators' beliefs, knowledge, and skills in ways that will lead to improved student achievement.

Goals for Transition to the New Standards and Assessments

NC's goals for implementing new standards and assessments are as follows:

1. Build and reinforce educators' and stakeholders' belief that the new standards will improve student outcomes;
2. Ensure every teacher in NC has a deep, specific understanding of the standards and can implement them to improve student outcomes;

3. As part of instituting a comprehensive assessment approach, ensure summative tests and summative test data are used effectively, and that schools are ready to move swiftly to a digital assessment environment.; and
4. Align high school exit criteria and college entrance requirements to the new standards.

Sharing new standards with other states will create unprecedented opportunities for collaborating to develop and deliver common tools and training that support implementation of standards. This collaboration will help NC to achieve the goals listed above and, ultimately, will help all students reach the high bar set by the new standards. NC recognizes the power of sharing the responsibility of the transition to new standards and assessments, and is committed to partnering with other states to develop aligned curricular and assessment tools and shared professional development resources. NC will use the technology infrastructure described in Section A2 to support the activities that will help us meet our transition goals. We will carefully monitor and document progress toward achievement of those goals. The following paragraphs provide further detail regarding each component of NC’s transition plan.

Transition Goal 1. Build and reinforce educators’ and stakeholders’ belief that the new standards will improve student outcomes

Teachers, school staff, parents, administrators, advocacy groups, education organizations, and business and university partners must understand that achievement of the new standards will benefit students substantially and will prepare them for success in college and in the workforce. To transform educational practices and policies, and thereby achievement, NC will prepare a communication plan to build stakeholder engagement in and commitment to the Common Core and other new enhanced standards. Key parts of this communication plan will include:

- *A clear message.* This emotionally and intellectually compelling message will focus on why the new standards matter and will tell a story important to schools, teachers, and students on a personal level. The message will be student-focused and centered on the “fewer, clearer, and higher” criteria and the international benchmarking that is central to the work of the Consortium.

- *Tools for understanding.* NC will provide teachers and other relevant school personnel with tools and professional development to help the personnel understand how the new standards differ from the current NC standards. These tools will enable personnel to drill into the content to obtain detailed understanding of both the expectations for students and the rationale for these expectations.
- *A communications schedule and media tools.* NC will develop a detailed communication schedule that identifies opportunities to build knowledge and investment among key audiences using a variety of approaches including the following:
 - Conference presentations,
 - Webinars,
 - Websites,
 - Resources to support local presentations, and
 - Public service announcements.

Transition Goal 2. Ensure every teacher in NC has a deep, specific understanding of the standards and can implement them to improve student outcomes

The new standards are intended to give a teacher, in only a few pages, a clear sense of what a student in the classroom must know and be able to do. While standards gain power and usability from their conciseness, teachers must understand them at a deep, specific level that influences their instruction. In order to teach the new standards, a teacher must do each of the following:

- *Understand* specifically how new standards differ from previous standards in scope and sequence, and how previous methods, lessons, units, projects, etc., may need to be adapted;
- *Identify* the prerequisite knowledge and skills that are key to mastery of a standard or a grade-level set of standards;
- *Connect and apply* standards within the context of other subject areas;
- *Connect* the standard to knowledge and skills that a student will learn in future grades or courses;

- *Unpack* the standards into smaller, more digestible knowledge and skills around which to build lessons;
- *Create plans* – long-term, unit and daily – that lead students to mastery of the standards;
- *Explain* a standard in student-friendly language and make simple and compelling arguments to students as to why the standard matters;
- *Know and plan for* common student mistakes or likely misunderstandings;
- *Use* formal and informal assessments that reliably and validly assess student mastery of standards and diagnose needs relative to the standards with a focus on the process of formative assessment and the use of data to make decisions; and
- *Convene in professional learning communities* to share insights and instructional strategies for teaching the standards, raising the achievement of all students, and closing achievement gaps.

Preparing teachers to meet these requirements is a central goal of the professional development activities described in Section D5. The activities described below will be integrated into the overall NC RttT professional development implementation and budget planning.

Activities to achieve Goal 2 fall into three categories: professional development (Table 8); instructional resource development and dissemination (Table 9); and incorporation of new standards into NC teacher preparation programs.

Professional Development. NC will take a blended approach to professional development, with both onsite (face-to-face) and online (virtual) activities centered on the new standards (see also Section D5). Professional development will be differentiated for educators based on their roles. Although objectives will overlap somewhat, principal and instructional lead training will focus on management and coaching of teachers under new standards, while teacher training will focus on effective instruction and achieving mastery of the standards. Broad categories for transition training are summarized in Table 8.

Table 8: Standards Transition - Professional Development

TRAINING CATEGORY	ESSENTIAL QUESTIONS
Introducing the New Standards	What will a student graduating under the new standards know and be able to do? What is different in these standards and why is it better for students in NC?
Preparing to Transition	What tools and lessons that were used previously are still applicable, what has been excluded, and what new content do the new standards require?
Unpacking the New Standards	How will educators unpack the content of the standards, and what do they really mean a student will know and be able to do? What sub-objectives or skills must a student master to fully achieve the standard? What student misunderstandings can educators anticipate?
The New Standards and Assessment	How will educators assess the new standards within the classroom? How should educators expect the new standards to be assessed on statewide summative assessments?
Leveraging the New Standards	What Common Core-aligned resources are being developed by other consortium states that educators can use to improve student achievement?
Sequencing the New Standards	How will educators develop pacing guides for the new standards?
Integrating the New Standards	How will educators horizontally and vertically integrate the standards across the curriculum?

Instructional resource development and dissemination. In addition to providing professional development on the new standards and assessments, NC will provide schools with instructional tools targeted to aid in the transition and to complement the professional development. Again, NC will work with members of the Consortium to develop instructional tools and professional development items. These tools will be delivered via a continually updated *Online Clearinghouse of Instructional Resources* that will be developed across the Consortium and aligned to the Common Core. The Instructional Improvement System described in Section C3 will also be aligned with the Common Core Standards. Table 9 includes some key components to be included.

Table 9: Standards Transition - Instructional Resources

RESOURCES	PURPOSE
Crosswalk Documents and Resource Transition Guides (per course or grade level)	Compare 2003 and new standards in side-by-side fashion to help teachers plan transition. Will allow LEAs to determine how to leverage existing instructional and curricular materials toward achieving new standards and identifying any gaps in resources
Glossary of Terms	Define terms used in the new standards that need specification and elaboration
Unpacked Content	Clarify and break standards into sub-objectives and illustrate key, specific components of what standards mean a student will know and be able to do
Examples of Assessment Tasks and Items	Make standards tangible and measurable. Will be linked to formative/interim assessment tools (as outlined in Sections B2 and C3). An extensive set of items requiring authentic, complex performances aligned to new standards will reinforce teaching the standards to their intended level of deep mastery and move teachers away from teaching to a particular test or item-type
Graphic Organizer (per course or grade level)	Visually represent “big picture” of how grade-level or course knowledge fits together, including zooming out to see the “map” of standards and making clear the vertical articulation of new standards
Classroom Examples/Video Vignettes (for selected standards)	Teachers visualize classroom practices that would support students in learning new standards
Learning Experiences/Lesson Plans	Provide a set of high-quality instructional resource materials for use in teaching the new standards. Will require coordination across states and over time, linking NC teachers to the resources of all consortium states
Student Progress Monitoring and Analysis Tools	Provide teachers with tools to gather student achievement results from formative/interim assessments to develop an increasingly reliable, actionable picture of student progress over time (see details in Section C3)
Pacing Guide Exemplars	Provide peer-reviewed pacing guide examples for new standards
Curricular Tools and Resources	Tools to connect teachers to effective standards-aligned curricula and adapt specific curricula to assure student achievement of new standards

Incorporation of new standards into NC teacher preparation programs. NC’s teacher preparation programs have submitted plans to NCDPI and the State Board to align their programs to the NC Educator Evaluation System (described in greater detail in Section D2) and are currently executing those plans. Standard III of the Evaluation System tool requires that “Teachers know the content they teach.” As part of the alignment to the evaluation tool, the NC Department of Public Instruction (NCDPI) will ensure that teacher preparation programs achieve the key objectives for implementing the Common Core and all enhanced standards, as defined above in this goal. The newly-aligned preparation programs will include professional training on the comprehensive assessments utilized in NC’s instructional improvement system described in Section C3. A strong curricular emphasis will be placed on preparing beginning teachers to use formative and summative test data to guide instructional practices in the classroom.

Transition Goal 3. As part of instituting a comprehensive assessment approach, ensure summative tests and summative test data are used effectively and that schools are ready to move swiftly to a digital assessment environment.

This section focuses on key transition goals for moving toward common, high-quality, statewide *summative* assessments aligned to enhanced standards. Section C3 provides the details of NC’s approach to supporting schools as they implement the NC instructional improvement system to use formative, diagnostic and interim data to improve instruction that will be a key component of the transition. The three large sub-goals for transition to new summative assessments are described below:

1. While maintaining NC’s long track record of accountability for verifiable student achievement on summative assessments, direct instruction towards teaching the standards at their true intended level of depth and complexity. NC would like every teacher to understand clearly that in order to do well on the State test, his or her students must know the material described in the new grade-level or subject standards so completely that they can respond correctly to any question aligned to content or skill, in any context, including (but not limited to) the summative assessment. This teacher mindset is particularly important in low-performing schools where test scores are often a major focus and, at times, instructional methods are employed that are pointed at incremental gains on test scores rather than at teaching the standards to the level of completeness and complexity that is required to truly master them. To prepare NC teachers to approach the new standards and assessments with the desired mindset, the State will do the following:

- *Provide formative/interim assessment tools.* The standards-aligned formative/interim assessment tools referenced in Sections B2 and C3 will provide teachers with an extensive set of examples of the ways in which a particular standard could be measured. Teachers will have a more complete understanding of the range of assessment items that could be aligned to any one standard and therefore will be less likely to focus on “types” of questions and instead on complete mastery of the content or skill.
- *Provide professional development in assessment literacy.* In rolling out new summative assessments as part of a Consortium, NC is committed to being transparent, whenever feasible, regarding testing. When appropriate, we will release publicly test-specific information (e.g., test items, appropriate psychometric data, test guides. As part of professional development around the instructional improvement system outlined in Section C3, NC will ensure teachers understand key ideas of assessment literacy, as well as use of, and, most notably for this goal, the common misuses of summative assessments and data to inappropriately influence instructional practices and decisions.

2. *Ensure summative assessment data are used effectively.* School leaders can use summative assessment data effectively as part of the management, coaching, and goal-setting that is essential to creating a results-driven school environment. To support this practice, NC will design analytical tools and training that:

- Ensure schools use the Education Value-Added Assessment System (EVAAS) effectively, as described in Section C3;
- Enable principals, superintendents, and professional learning communities to identify gaps or strengths in teacher effectiveness, subject areas, grade levels, student subgroups, or particular standards, and plan based on that analysis;
- Enable principals, superintendents, and school leaders to create a culture focused on student achievement results and continuous improvement in student outcomes;
- Enable teachers, in concert with the use of diagnostic, formative, and interim assessment tools available in the instructional improvement system discussed in C3, to analyze the accuracy and efficacy of those classroom assessments in providing ongoing instructional assessment data and to reflect on ultimate outcomes within their classrooms; and

- Ensure that parents, principals, and teachers understand what standardized test results mean (*e.g.*, the urgency and consequences if a student is not achieving, or what actionable information can come from the test data and what supplemental information may be necessary to make the best decisions for students).

3. Ensure that schools have the logistical and technical knowledge and skills to move rapidly to an online testing environment. NC anticipates that new assessment systems will be delivered online. The many advantages of this type of platform include efficiency, near-instantaneous results, cost-savings, flexible data reporting, real-time adaptations for special needs students, and, most importantly, the prospective ability to gather data that yield a more valid and reliable picture of student learning and progress over time.

NC will develop a best-practices guide that includes case studies of schools that use school-wide online assessments. The guide will address issues of scheduling, financial planning, and technical requirements in order to move to online assessment and will include first person voices from schools with specific steps taken to build capacity.

Transition Goal 4. Align high school exit criteria and college entrance requirements to the new standards

All students entering grade 9 in the 2009-10 NC school year are required to pass courses as outlined in NC's Future-Ready Core policy (GCS-N-004). The Future-Ready Core raised graduation requirements in NC such that all students must pass English I, II, III, and IV, as well as four math courses, which should include Algebra I, Geometry, Algebra II, and a higher-level mathematics course for which Algebra II is a prerequisite. All students must take four math classes however, in rare cases a student may opt-out of Algebra II and take another course aligned with his or her post-secondary plans.

These graduation requirements will remain in place after the English Language Arts and Mathematics Common Core standards are adopted in July 2010. The entirety of the grades 9-12 Common Core English Language Arts standards will define the expectations for the English I, II, III, and IV courses as outlined in the policy. In Mathematics, the grades 9-12 Common Core standards will be incorporated into the scope of the Algebra I/Geometry/Algebra II and the Integrated Math I/II/II sequences. NC is committed to

ensuring that the expectations outlined in the Common Core College and Career Readiness standards are included in courses required for graduation and used in the NC accountability model.

Additional accountability measures that are in place in NC may be adapted for the common summative assessments aligned to the Common Core. Currently, NC requires that students score at a level of proficient or better on five required State end-of-course tests to graduate and that 25% of their final grades come from the end-of-course test score. The current policy on these student accountability measures will be reviewed as part of the implementation of a new assessment system and will be adapted appropriately.

NCDPI and NC's Institutions of Higher Education (IHE) will work in concert to ensure that the new summative assessments measure the skills, knowledge, and abilities required to be eligible for and successful in higher education. NC is currently revising its accountability model to include measures of achievement that are also meaningful to colleges and universities. Planned to be finalized by the end of 2010, the new model is anticipated to have accountability measures that include widely accepted college-entrance exams (*e.g.*, ACT or SAT).

Implementation timeline.

Table 10 provides a high-level overview of the timeline and parties responsible for the activities that will ensure we achieve our goals for the transition to new standards and assessments.

Evaluation.

Specific questions, data sources, and timelines governing the evaluation of this process are included in Appendix 7.

Table 10: Standards Transition - Timeline and Responsible Parties

ACTIVITY	RESPONSIBLE PARTY	2010	2011	2012	2013	2014
Adopt Common Core - Math and ELA	State Board (SBE) and NCDPI	■ July 2010				
<u>Design</u> professional development tools, training and communication strategies (100% TG 1 activities and 50% of TG 2 activities)	NCDPI, Consortium states with LEA input	■ Jul 2010 – Dec 2010				
<u>Design</u> professional development tools, training and communication strategies (additional 50% TG 2 activities)	NCDPI, Consortium states with LEA input	■ Sept 2010 – Aug 2011				
<u>Implement</u> professional development tools, training and communication activities from TG 1	Participating LEAs and NCDPI	■ Sept 2010 – Aug 2011				
<u>Implement</u> professional development tools, training and communication activities from TG 2	Participating LEAs and NCDPI		■ Jan 2011 – Dec 2013			
<u>Design</u> professional development tools, training and communication strategies from TG 3	NCDPI, assessment consortium with LEA input		■ Jan 2010 – August 2010			
<u>Implement</u> professional development tools, training and communication activities from TG 3	Participating LEAs and NCDPI		■ Sept 2011 – Dec 2013			
<u>Align</u> policy upon implementation of new standards and assessments relative to TG 4	SBE and NCDPI		■ Aug 2011 – June 2012			
New Common Core standards and other enhanced standards operational	SBE and NCDPI			■ June 2012 and forward		
Ongoing professional development and support of standards based on needs assessment (See Section D5)	SBE and NCDPI		■ Ongoing			
Annual evaluation of professional development including student achievement measures, user feedback and process measures.	SBE and NCDPI		■ Annually			

Transition Goals for B3

- **TG 1** Build stakeholder belief in new standards
- **TG 2** Ensure understanding/ability to implement standards
- **TG 3** Support new assessments and transition to online testing
- **TG 4** Align high school exit criteria and college entrance requirements to standards