



**College and Career
Readiness for all Students**

Aug. 6, 2013

TODAY'S GOALS:

- 1. Define college readiness using the Iowa Core standards**
- 2. Review ACT study of Common Core and College and Career Readiness**
- 3. Discuss implications for our schools and districts**
- 4. Update on Next Generation Science Standards**
- 5. Update on a C3 Framework for Social Studies Standards**

- Review ***“Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language.”***
- **What percentage of your graduates does this describe? Among those who fall short, what are the deficit areas?**

- Review “Standards for Mathematical Practice.”
- What percentage of your graduates does this describe? Among those who fall short, what are the deficit areas?

- ***“...some of the highest priority content for college and career readiness comes from Grades 6-8.”***



A First Look at the Common Core and College and Career Readiness

Study Questions

- 1. What is the baseline of student performance?**
- 2. What are students' current strengths and weaknesses?**
- 3. What can districts do to support the transition?**

Results

- *“Our analysis indicates that across all Common Core domains, strands, and clusters, only one-third to one-half of 11th graders are reaching a college and career readiness standard.”*

Specifically in English Language Arts

- *Too few students are able to understand complex text.*
- *Students lack ability to use language skillfully and vocabularies are insufficient.*
- *Students struggle with content-area text.*

Specifically in Mathematics

- *Only 34% were proficient in Number & Quantity.*
- *Hispanic and African American students performed well below Caucasian students.*
- *One-third were proficient in Mathematical Practices.*

So what do we need to do in English Language Arts?

- **Schools must insure that students are reading progressively more complex texts.**
- **Teach the difference between formal and informal English, both in speaking and writing.**
- **Strengthen content area reading and writing.**

So what do we need to do in English Language Arts?

- **Emphasize academic vocabulary development.**

ACADEMIC VOCABULARY: words and phrases often encountered in text in a variety of subjects but rarely heard in spoken language.

- **Middle and high school English teachers need to add more literary nonfiction in their curriculum.**

So what do we need to do in Mathematics?

- **Ensure K-8 curriculum and instruction require rigorous understanding of the concepts in Numbers and Quantity.**
- **Math interventions for struggling students at the earliest grades.**
- **Greater emphasis on conceptual understanding.**

So what do we need to do in Mathematics?

- **Students need to be**
 - Working and solving nonroutine problems
 - Explaining methods and justifying conclusions
 - Making predictions
 - Looking for patterns and structure

Updates

- **Next Generation Science Standards**
- **C3 Framework for Social Studies Standards**

Questions



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- **Review the Standards:**
 - Reading: Literature » Grade 11-12
 - Reading: Informational Text » Grade 11-12
 - Writing » Grade 11-12
- **Think about your Grade 11-12 course offerings in English/Language Arts. Is this the focus of instruction?**