


The North Carolina State Board of Education heard from business and education leaders about the need for higher standards, better curriculum and meaningful tests for the state’s students. **North Carolina Business Committee for Education (NCBCE)** members’ input continues to focus and drive these changes. North Carolina is the only state to tackle all three of these components simultaneously

The deliverables are based on the work of the State Board of Education’s mandate -- <i>A Framework for Change</i> .		
<p>1. Clear standards, higher levels of learning</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Essential Standards</div>	<p>2. Meaningful, relevant assessments</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Assessments</div>	<p>3. College and career readiness accountability</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Accountability</div>
<p>➤ Essential Standards</p> <ul style="list-style-type: none"> ○ Define the knowledge and skills that are most important for students to learn in the <u>21st Century</u> (for instance, an increase in a focus on global awareness, statistics, collaboration, information skills, etc.) ○ Align with standards to <u>important national and international standards</u> ○ Are supported with <u>updated, systematic approach to professional development</u> and online teacher tools <p>➤ Assessments</p> <ul style="list-style-type: none"> ○ Professional Development on the Practice of Daily Formative Assessment: Formative Assessment is the daily teaching practice of <u>checking for understanding and adjusting instruction to meet every students need</u>. Online modules will ensure that every teacher is ready to incorporate formative assessment ○ Diagnostic Assessment Tools: <u>An online assessment tool (not for high-stakes or reporting)</u> will provide a rich set of expandable, standards-aligned assessment items. Teachers will be able to: <ul style="list-style-type: none"> a) benchmark student progress on the standards b) diagnose underlying problems (e.g. it will have items designed on a researched measurement model that will help teachers identify gaps and adjust instruction.) 	<p>➤ Assessments (continued):</p> <p>Administrators will be able to:</p> <ul style="list-style-type: none"> a) benchmark student progress on the standards b) coach teachers using data from a common assessment ○ Summative Assessments: Updated tests that take advantage of technology (moving towards widespread use of online assessment) and include authentic tasks, scenarios and constructed response and reduce the number of standards assessed by multi-choice questions. <p>➤ Accountability</p> <p>The new ABCs will</p> <ul style="list-style-type: none"> ○ Take advantage of <u>more authentic tests</u> (i.e. the Graduation Project) ○ Include yearly targets using a longitudinal growth model (ideally based on K-12 data) in reading and math ○ Remain focused on achievement and growth ○ Include other indices: <ul style="list-style-type: none"> ○ Graduation Rate ○ Measure of Post-Secondary Readiness 	 <p>North Carolina Business Committee for Education www.ncbce.org</p>