Deepening and Sustaining the Work

Dr. John B. King, Jr.
President of the University of the State of New York and
Commissioner of Education

September 23, 2013
New York’s 4-year high school graduation rate is 74% for All Students. However, the percent graduating college and career ready is significantly lower.

**June 2012 Graduation Rate**

<table>
<thead>
<tr>
<th>Graduation under Current Requirements</th>
<th>% Graduating</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>74.0</td>
</tr>
<tr>
<td>American Indian</td>
<td>58.5</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>81.6</td>
</tr>
<tr>
<td>Black</td>
<td>58.1</td>
</tr>
<tr>
<td>Hispanic</td>
<td>57.8</td>
</tr>
<tr>
<td>White</td>
<td>85.7</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>34.3</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>44.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Calculated College and Career Ready*</th>
<th>% Graduating</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>35.3</td>
</tr>
<tr>
<td>American Indian</td>
<td>18.8</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>56.5</td>
</tr>
<tr>
<td>Black</td>
<td>12.5</td>
</tr>
<tr>
<td>Hispanic</td>
<td>15.7</td>
</tr>
<tr>
<td>White</td>
<td>48.5</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>7.3</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>4.9</td>
</tr>
</tbody>
</table>

*Students graduating with at least a score of 75 on Regents English and 80 on a Math Regents, which correlates with success in first-year college courses.

Source: NYSED Office of Information and Reporting Services
Over 50% of students in NYS two-year institutions of higher education take at least one remedial course.

Remediation Rates for First-time, Full-time Undergraduates

Source: NYSED Administrative Data for all Public, Independent and Proprietary 2- and 4-year institutions of higher education
NAEP & College Readiness

• New studies on a 12th grade NAEP assessment, administered in 2009, suggest NAEP proficiency predicts ‘college preparedness.’
• Nationally, in 2009:
  ○ 38 percent of 12th graders scored at or above proficient in reading
  ○ 26 percent reached proficiency in math

“When college and career readiness is on everyone’s lips, ... lo and behold, the pretty-clear conclusion reached is NAEP ‘proficient’ comes pretty darn close to college preparedness”

~ Chester Finn, Former Chair, National Assessment Governing Board; Current President, Thomas B. Fordham Institute

Source: EdWeek, 8/15/2013 http://www.edweek.org/ew/articles/2013/08/15/01nagb.h33.html
New York 2011 NAEP Reading
Grades 4 and 8
New York 2011 NAEP Math
Grades 4 and 8

Grade 4:
- Level 1: 20%
- Level 2: 44%
- Level 3: 31%
- Level 4: 5%

Grade 8:
- Level 1: 30%
- Level 2: 40%
- Level 3: 23%
- Level 4: 7%
Children of College-Educated Parents

Percent of 15-Year-Olds Proficient in Math

Domains of College and Career Readiness

Core Academic Knowledge & Skills
Defines the *academic* knowledge and skills students need to be successful in college and careers.

Key Behaviors & Attitudes
Specifies the *non-cognitive*, socio-emotional knowledge and skills that help students successfully transition from high school to college or careers.

Career-Specific Knowledge & Skills
Describes the *career-specific* opportunities for students to gain the knowledge, skills, and competencies they need to pursue and succeed in their chosen career.
Common Core in New York

2010: Board of Regents adopts Common Core State Standards
2011: EngageNY.org launched with Common Core tools and resources; first Network Team Institute held
2013: Common Core Assessments in Grades 3 – 8 ELA and Math are administered
2014: Roll-out of Common Core Regents Exams begins
   • June 2014: ELA and Algebra I
   • June 2015: Geometry
   • June 2016: Algebra II

Class of 2017: First cohort of high school graduates required to pass Common Core Regents Exams for graduation

Transition to New York Common Core Assessments is a seven year phase-in.
Curriculum
To what extent does the curriculum reflect the Common Core Instructional Shifts?

### Tri-State Quality Review Rubric

<table>
<thead>
<tr>
<th>Grade: Literacy Lesson/Unit Title</th>
<th>Overall Rating:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Alignment to the Depth of the CCSS</strong></td>
<td><strong>II. Key Shifts in the CCSS</strong></td>
</tr>
<tr>
<td>The lesson/unit aligns with the letter and spirit of the CCSS:</td>
<td>The lesson/unit addresses key shifts in the CCSS:</td>
</tr>
<tr>
<td>- Targets a set of grade-level CCSS ELA/Literacy standards.</td>
<td>- Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction.</td>
</tr>
<tr>
<td>- Requires students to read complex text(s) at a grade-appropriate level.</td>
<td>- Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media).</td>
</tr>
<tr>
<td>- Supports students in taking an active role in their own learning.</td>
<td>- Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (notes, summaries, short responses, or formal essays).</td>
</tr>
<tr>
<td><strong>Academic Vocabulary</strong></td>
<td><strong>Increasing Text Complexity</strong></td>
</tr>
<tr>
<td>- Integrates reading, writing, and listening so that students can extend and synthesize academic skills.</td>
<td>- The lesson/unit reflects evidence of key shifts that are reflected in the CCSS:</td>
</tr>
<tr>
<td>- (Grades 3-5) Builds on prior knowledge and the grade 2 skills of reading and writing across the arts, science, and social studies.</td>
<td>- Coherence: Makes connections and provides opportunities for students to transfer knowledge and skills within and across domains and learning progressions.</td>
</tr>
<tr>
<td></td>
<td>- Rigor: Requires students to engage with and demonstrate challenging mathematics in the following ways:</td>
</tr>
<tr>
<td></td>
<td>- Application: Provides opportunities for students to independently apply mathematical concepts in real-world situations and problem solve with persistence, choosing and applying an appropriate model or strategy to new situations.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Curriculum Modules

**English Language Arts**
- P-2 English Language Arts: Core Knowledge
- 3-8 English Language Arts: Expeditionary Learning
- 9-12 English Language Arts: Odell & PCG

**Mathematics**
- P-12 Common Core, Inc.
Tracking Module Updates

www.engageny.org/resource/curriculum-module-updates
The most important skills expected of incoming college freshmen are

- articulating a clear thesis
- identifying, evaluating, and using evidence to support or challenge the thesis
- considering and incorporating counter-arguments into their writing
- “develop[ing] ideas by using some specific reasons, details, and examples”
- “take[ing] and maintain[ing] a position on an issue”
- “support[ing] claims with multiple and appropriate sources of evidence”

From a 2002 survey of instructors of freshman composition and other introductory courses across the curriculum at California’s community colleges, California State University campuses, and University of California campuses (Intersegmental Committee of the Academic Senates of the California Community Colleges, the California State University, and the University of California, 2002)
# Regents Research Paper: Implementation Resources

<table>
<thead>
<tr>
<th>Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Framework posted on EngageNY provides requirements and guidance</td>
</tr>
<tr>
<td>• The target audiences for the framework include principals and other</td>
</tr>
<tr>
<td>educators tasked with supporting literacy across the content areas,</td>
</tr>
<tr>
<td>including librarians</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curricular Exemplars</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Curricular Exemplars will be created by our 6-12 Curriculum Module</td>
</tr>
<tr>
<td>vendors to function as a means of providing the appropriate instruction</td>
</tr>
<tr>
<td>on research writing as required by the Common Core, and will include</td>
</tr>
<tr>
<td>topics and texts from other content areas</td>
</tr>
<tr>
<td>• Exemplars from Odell Education posted on EngageNY</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Samples from the Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Samples of research paper processes and products currently in use in</td>
</tr>
<tr>
<td>the field are being collected and will be posted</td>
</tr>
</tbody>
</table>
Key Questions

• Does the District’s curriculum meet the standards of the Tristate/EQuIP Rubrics?
• Are Principals ensuring effective implementation of an aligned, rigorous, high quality curriculum?
• Can evidence of the shifts be observed in the “taught curriculum” (e.g., texts selected, instructional materials used, tasks assigned)?
• Are teachers ready for cross-discipline collaboration when implementing the Common Core standards through complex tasks like the Regents Research Paper?
Instruction
To what extent does instruction reflect the Common Core Instructional Shifts?

Evidence Collection Tools
CCSS Instructional Videos
### NEW LANGUAGE ARTS PROGRESSIONS

**Common Core Anchor Standard (SL.2):** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**Common Core Grade 9-10 Standard (SL.9-10.2):** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

<table>
<thead>
<tr>
<th>5 Levels of Language Progessions</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MAIN ACADEMIC DEMAND</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compare/Contrast, Synthesize and Evaluate the Credibility of Information Presented in Various Formats</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GRADE LEVEL ACADEMIC DEMAND:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Synthesize and Evaluate the Reliability of Different Sources of Information Presented in Diverse Media or Formats</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When acquiring a new language, student performance of the standard using grade level text/media and with proper support at each level demonstrates that they are:

#### RECEPTIVE

**Oracy and Literacy Links**

- **L.** Able to compare and contrast two or more sources of information by organizing pre-identified key words into a Venn Diagram that targets similarities and differences, as sources are read aloud in class, or in partnership and/or teacher lead small group discussions, in new and/or home language.

- **R.** Able to evaluate the credibility of two or more sources by rating each source (authority and/or currency) in a provided scoring rubric and justifying the ratings by choosing from a pre-identified list of words, when reading sources in new and/or home language. (See CCLS RI. 3.7)

- **L.** Able to compare and contrast two or more sources of information by organizing pre-identified key phrases and short sentences into a Venn Diagram that targets similarities and differences, as sources are read aloud in class, or in partnership and/or small group discussions, in new and/or home language.

- **R.** Able to evaluate the credibility of two or more sources by rating each source (authority and/or currency) in a provided scoring rubric, and justifying the ratings by choosing from a pre-identified list of phrases and short sentences, when reading sources in new and/or home language. (See CCLS RI. 3.7)

- **L.** Able to compare and contrast multiple sources of information by organizing similarities and differences into a partially completed evaluative graphic organizer, as sources are read aloud in class, or in partnership, small group, and/or whole class discussions, in new and occasionally in home language.

- **R.** Able to evaluate the credibility of multiple sources by rating each source (authority, currency and/or objectivity) in a provided scoring rubric and justifying the ratings independently, when reading sources in new language. (See CCLS RI. 3.7)

- **L.** Able to compare and contrast multiple sources of information by independently organizing similarities and differences into an evaluative graphic organizer, as sources are read aloud in class, or in partnership, small group, and/or whole class discussions, in new and sometimes in home language.

- **R.** Able to evaluate the credibility of multiple sources by rating each source (authority, currency and/or objectivity) in a provided scoring rubric, and justifying the ratings independently, when reading sources in new language. (See CCLS RI. 3.7)
Key Questions

• Are all of the District’s teachers and administrators familiar with the Evidence Collection Tools and able to articulate and recognize the “shifts” demanded by the Core?

• Is the District providing high quality, embedded professional development, taking advantage of the PD Kits and Videos on EngageNY.org?

• Do teachers in common grade levels / content areas have dedicated time to constantly increase their own content knowledge and refine their practice?

• Does the District have an effective system to follow up on the instructional feedback given to each principal and teacher?

• Do the District’s goals for strengthening teacher practice emphasize closing achievement gaps (including effective instruction of ELLs, as guided by the bilingual progressions)?
Assessment
To what extent do local assessments and performance tasks reflect the Common Core Instructional Shifts?

NYSED Assessment Design Documents
# Materials to Support Test Score Interpretation and Use

- **Released Annotated Items**: Select Items from 2013 Tests with annotations
- **Performance Level Descriptions**: Descriptions of the knowledge and skills required for each performance level
- **Appropriate Use of Test Score Data**: Suggested analysis of test score data to further interpret student performance
- **Annotated Score Report**: Annotated score report to help parents and students interpret scores
The DDI Implementation Rubric Informs & Supports

**IMPLEMENTATION RUBRIC**

**DATA-DRIVEN INSTRUCTION & ASSESSMENT**

Paul Bambrick-Sanjoy & New Leaders for New Schools

The rubric is intended to be used to assess the present state of data-driven instruction and assessment in a school. The rubric specifically targets interim assessments and the key drivers leading to increased student achievement.

<table>
<thead>
<tr>
<th>Exemplary Implementation (4)</th>
<th>Problem Implementation (3)</th>
<th>Beginning Implementation (2)</th>
<th>No Implementation (1)</th>
</tr>
</thead>
</table>

**DATA-DRIVEN CULTURE**

1. Highly active Leadership Teams facilitate teacher-leader data analysis meetings after each interim assessment and maintain focus on the process throughout the year.

2. Introductory Professional Development: teachers and leaders are effectively introduced to data-driven instruction—they understand how interim assessments define rigor and experience the process of analyzing results and adapting instruction.

3. Implementation Calendar: begin school year with a detailed calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching (flexible enough to accommodate district changes/milestones).

4. Ongoing Professional Development: PD calendar is aligned with data-driven instructional plan, includes modeling assessment analysis/action planning and is flexible to adapt to student learning needs.

5. Build by Borrowing: Identify and implement best practices from high-achieving teachers & schools; visit schools/classrooms, share & disseminate resources/strategies.

**ASSESSMENTS**

1. Common Interim Assessments 4-6 times/year

2. Transparent Starting Point: teachers see the assessments at the beginning of each cycle; they define the roadmap for teaching.

3. Aligned to state tests and college readiness

4. Aligned to instructional sequence of clearly defined grade level/content expectations

5. Re-Assess previously taught standards

**ANALYSIS**

1. Immediate turnaround of assessment results (ideally 48hrs)

2. User-friendly, succinct data reports include item-level analysis, standards-level analysis & bottom line results

3. Teacher-owned analysis facilitated by effective leadership preparation

4. Test-in-hand analysis between teacher(s) & instructional leader

5. Deep moves beyond “what” students got wrong and answers “what” they got it wrong

**ACTION**

1. Plan new lessons collaboratively to develop new strategies based on data analysis

2. Implement explicit teacher action plans in whole-class instruction, small groups, tutorials, and before/after-school supports

3. Ongoing assessment utilizes in-the-moment checks for understanding and in-class assessment to ensure student progress between interim assessments

4. Accountability: instructional leaders review lesson/unit plans and give observation feedback driven by the action plan and student learning needs

5. Engaged Students know the end goal, how they did, and what actions they are taking to improve

**TOTAL** 100

Revised: November 10, 2003

www.engageNY.org 25
To what extent do the Student Learning Objectives (SLOs) reflect College & Career Ready rigor and drive continuous improvement in instruction?

Rubric designed to ensure:
- all students are included;
- quality standards;
- evidence and baseline directly inform the target;
- target is rigorous - yet attainable - and differentiated to meet students’ needs;
- target is based on multiple measures and anchored in data; and
- rationale explains how all of the SLO elements fit together to ensure educator thoughtfully focused on improving student achievement and preparing students for the next level of learning.
Key Questions

• Does the District have in place periodic common assessments and/or performance tasks which measure grade level progress on the Core as defined by NYSED Assessment Design Documents?

• Do teachers in common grade levels/content areas have dedicated time for regular inquiry/analysis meetings through which teachers make meaning out of student work/data and plan next steps?

• Are all teachers thoughtfully re-teaching/adjusting teaching practice based on analysis of student progress against the Common Core?

• Has the District reviewed all locally determined assessments (including SLO assessments and locally selected measures) to ensure that they are meaningfully informing instruction and maximizing effective instructional time?
Investments in Sustaining the Work
Aligning Systems: Investments in Professional Development and Instructional Materials

- Race to the Top District Grants (over 4 years - 2010-2014): $348.3M (plus leveraging statewide projects and resources)
- Title IIA (2010-13) Professional Development Funding: $582.2M
- Title I Professional Development Activities (~30%) (2010-13): $990M
- IDEA Professional Development Activities (~1%) (2010-13): $20.75M
- NYS Textbook Aid (2010-13): $546.3M
- NYS Software Aid (2010-13): $139.1M
## Aligning Systems: Diagnostic Tool for District & School Effectiveness

<table>
<thead>
<tr>
<th>Tenet 1: <strong>District Leadership and Capacity:</strong> The district examines schools systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenet 2: <strong>School Leader Practices and Decisions:</strong> Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.</td>
</tr>
<tr>
<td>Tenet 3: <strong>Curriculum Development and Support:</strong> The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.</td>
</tr>
<tr>
<td>Tenet 4: <strong>Teacher Practices and Decisions:</strong> Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.</td>
</tr>
<tr>
<td>Tenet 5: <strong>Student Social and Emotional Developmental Health:</strong> The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.</td>
</tr>
<tr>
<td>Tenet 6: <strong>Family and Community Engagement:</strong> The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.</td>
</tr>
</tbody>
</table>
Aligning Systems: Systemic Supports, School Improvement Grants (SIG), & School Innovation Fund (SIF)

• Systemic Supports: Support district-level operating structures to implement school turnaround plans that ensure academic growth through implementation of Common Core, APPR, and data driven instruction
• School Improvement Grants (SIG): Support the implementation of a whole school change model in Priority Schools
• School Innovation Fund (SIF): Increase high school graduation, college and career readiness of high school graduates, college persistence, and college graduation rates by increasing the availability of new high quality seats for students at most risk for dropout, disengagement, and poor academic performance.
Aligning Systems: Teacher and Leader Preparation

• Through new certification exams, every teacher will demonstrate:
  ○ Common Core literacy skills
  ○ More advanced content knowledge in his/her chosen subject
  ○ Understanding of the needs of English Language Learners, Students with Disabilities and other students with special needs

• And every teacher will show he/she can plan and deliver effective classroom instruction through a new “portfolio” assessment of teaching skills in action.

• NYSED has made a $10 million Race to the Top investment to support SUNY, CUNY and the Commission on Independent Colleges and Universities in providing faculty professional development
## Aligning Systems: Teacher and Leader Certification Assessments

<table>
<thead>
<tr>
<th>New and Revised Assessments for Teacher Certification</th>
<th>New and Revised Assessments for School Building Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Performance Assessment (edTPA) *NEW</td>
<td>School Building Leader (2 part) performance-based certification examination *NEW</td>
</tr>
<tr>
<td>Educating All Students *NEW</td>
<td>Educating All Students) *NEW</td>
</tr>
<tr>
<td>Academic Literacy Skills Test *NEW</td>
<td></td>
</tr>
<tr>
<td>Revised Content Specialty Test</td>
<td></td>
</tr>
</tbody>
</table>
Virtual/Blended
Advanced Placement Initiative

• Grants totaling ~$17.4M to 8 BOCES-led consortia of districts and 9 districts to improve access to online and blended Advanced Placement (AP) courses for low-income students

• Opportunity to build scalable model for expanded access to college-level coursework.
Strengthening Teacher & Leader Effectiveness (STLE) Grants

STLE funding ($72M) focuses on various elements of a strategically planned Teacher and Leader Effectiveness System, including:

• preparation, recruitment, and placement of teachers and leaders, as well as induction and mentoring programs;
• retention and equitable distribution of effective educators;
• support for the implementation of APPR;
• ongoing professional development /professional growth opportunities supporting Common Core and Data Driven Instruction; and
• performance management and career ladders.
Governor’s Education Reform Commission Competitive Grants

- Replication of P-Tech (P-12, Higher Education, Business Partnerships) (complemented by NYSED Perkins funds)
- Early College High Schools
- Community Schools
- Extended Learning Time
- Full-Day Pre-K for High Needs Students
How can we develop a performance management system, as required by the 2013 NYS budget, that will provide robust information to evaluate current investments?

How should NYS approach strategic investments over the next 5 years?

- College & Career Readiness
- Early Childhood Education
- Leveraging technology for teaching
- Regionalization and Sharing Services
Engaging Parents/Families and Students

Parents/families and students are our most important stakeholders and need to be part of our comprehensive engagement plans

- EngageNY.org contains parent and family resources, including a toolkit for an effective Common Core parent night
- NYSED has been working to increase community awareness of the Common Core, including community based organizations
- NYSED is committed to focusing on Parent/Family Engagement in 2013-14: What can we do together to advance this work?
Thank You.

Follow me on Twitter:
@JohnKingNYSED
Appendix
Annotated Items

Annotated 2013 3-8 ELA and Mathematics State Test Questions

In Spring 2013, New York State administered the first ELA/Literacy and Mathematics Tests. The tests provide students, families, educators, and the public better measures of student learning to help prepare students for college and careers. On this page you will find annotated test questions used on the 2013 state test. There are questions available in each grade level. These questions have been annotated to display the kinds of thinking skills used on the Common Core Tests. These documents will be helpful for better understanding the structure of the Common Core state tests.

### Grade 3 ELA

- Grade 3 ELA Annotated State Test Questions

### Grade 4 ELA

- Grade 4 ELA Annotated State Test Questions

### Grade 5 ELA

- Grade 5 ELA Annotated State Test Questions

### Grade 6 ELA

- Grade 6 ELA Annotated State Test Questions

### Grade 7 ELA

- Grade 7 ELA Annotated State Test Questions

### Grade 8 ELA

- Grade 8 ELA Annotated State Test Questions

#### 3.MD.3d

**Commentary:** The item measures 3.MD.3d because it asks the student to compare two fractions with the same numerator or the same denominator using an inequality symbol.

**Extended Rationale**

**Answer Choice A:** $\frac{4}{6}$ - This response demonstrates that the student may not understand how to compare fractions with the same numerator. The student may have selected this response based on the denominator, incorrectly reasoning that a fraction with 8 parts will be greater than a fraction with 6 parts.

**Answer Choice B:** $\frac{2}{6}$ - This response correctly identifies a valid comparison. The student understands that the denominator shows the number of parts of the whole and when the denominators are the same the numerators can be used directly to compare the fractions. Since 4 is greater than 2, $\frac{4}{6} > \frac{2}{6}$.

**Answer Choice C:** $\frac{7}{8}$ - This response demonstrates the student may not understand how to compare fractions with the correct inequality symbol. The student may have selected this response due to incorrectly interpreting the inequality symbol as less than rather than greater than.

**Answer Choice D:** $\frac{2}{4}$ - This response demonstrates the student may not understand that 4 parts of 4 is equal to one. Students may also have selected this response based on a comparison of the two denominators, incorrectly reasoning that a fraction with 8 parts will be greater than a fraction with 4 parts.

Answer options A, C, and D are plausible but incorrect. They show a misunderstanding of the mathematical concept of comparing fractions with the same numerator or same denominator.
# Performance Level Descriptions

## Grade 4 English Language Arts Performance Level Descriptions

<table>
<thead>
<tr>
<th>Anchor Standard</th>
<th>Performance Level 4</th>
<th>Performance Level 3</th>
<th>Performance Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (CCR R1)</td>
<td>Demonstrate an in-depth understanding by referring to illuminating details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>Demonstrate a thorough understanding by referring to appropriate details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>Demonstrate a basic understanding by referring to superficial details when explaining what the text says explicitly and when drawing inferences from the text.</td>
</tr>
<tr>
<td>Students determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (CCR R2)</td>
<td>Demonstrate an in-depth understanding of a literary text by rating subtle connections between details in the text and the theme; provide a detailed, nuanced, and accurate summary of the text.</td>
<td>Demonstrate a thorough understanding of a literary text by determining a theme of a story, drama, or poem from details in the text; provide a thorough summary of the text.</td>
<td>Demonstrate a basic understanding of a literary text by determining the subject matter addressed in a story without noting how the details in the text support a theme; provide a summary of the text that is insufficient in detail and/or scope.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate an in-depth understanding of a text by formulating a sophisticated statement of the main idea of a text and providing a sophisticated explanation of how it is supported by key details; provide a detailed, nuanced, and accurate summary of the text.</td>
<td>Demonstrate a thorough understanding of a text by determining the main idea of a text and explaining how it is supported by key details; provide a thorough summary of the text.</td>
<td>Demonstrate a basic understanding of a text by determining the subject matter addressed in a text without providing an explanation of how details support a main idea; provide summary of the text that is insufficient in detail and/or scope.</td>
</tr>
</tbody>
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