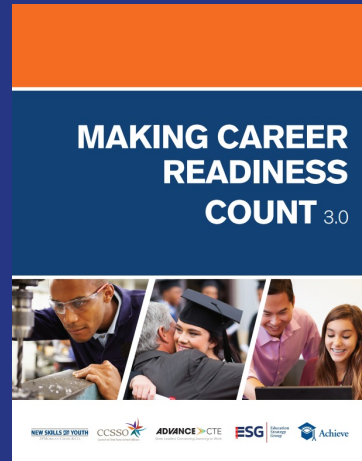




April 2019

Making Career Readiness Count 3.0

The third edition of the [Making Career Readiness Count report](#) - which was developed by Advance CTE, Achieve, Education Strategy Group, and the Council of Chief State School Officers through the New Skills for Youth initiative - examines how states are measuring college and career readiness in their state and federal accountability systems. The number of states measuring career readiness has more than doubled since 2014. This trend demonstrates a widespread commitment to valuing career readiness in high school, fueled by the recognition that students need postsecondary preparation in order to be economically successful and accelerated by new flexibility in the Every Student Succeeds Act (ESSA).



The [report](#) uses four categories of college and career readiness (based on an expert workgroup and outlined in the report [Destination Known: Valuing College AND Career Readiness in State Accountability Systems](#)): Progress Toward Post-High School Credential; Co-Curricular Learning and Leadership Experiences; Assessment of Readiness; and Transitions Beyond High School. Overall, the most common measure used across the states is Assessment of Readiness, with 30 states and the District of Columbia valuing experiences that are aligned with the [Destination Known](#) recommendations. With all of the progress states have made, there is still room to strengthen and improve measures of career readiness.

[Making Career Readiness Count 3.0](#) is made possible through

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What Does Equity Look Like in Science Assessments?

Do you remember your science tests growing up? For so many of us, they were disconnected from the things that were important to our lives as students. When assessments don't matter to students, students don't put their best thinking forward. In order for

science assessments to fulfill their intended purpose of providing feedback to help students meet their science learning goals, students need the opportunity show what they know and can do in compelling, positive ways.

Task features that **promote equity** also elicit **better evidence** of whether students can make sense of the world using the three dimensions.



When student assessments shift toward performances that value the ideas students bring to the table, we learn more about student learning. During the [task annotation](#) process, we paid close attention to how assessments support the diverse students who may be responding to a task - and how that impacts what we can conclude about student progress. As it turns out, **many of the same [features that promote equity and fairness](#)** also ensure that assessments can elicit useful information from students, including:

- Emphasizing tasks that are **relevant and meaningful to students** promotes features of tasks and phenomena/problems that ensure that the three dimensions are needed to complete the task.
- Giving students opportunities to **make their thinking and reasoning visible**, rather than just right and wrong answers, also ensures that students are using the three dimensions in service of sense-making, not just regurgitating facts, definitions, or procedures.
- Making sure that **students' ideas are not only included in assessments, but are valued in assessments** creates opportunities for students to more completely share the facets of their current understanding.
- Providing students with **multiple ways to make their thinking visible** ensures that any conclusions about student performance are well supported.

The [Task Screener](#) describes some of the most important features of equitable assessment tasks, and the [annotated tasks and their summaries](#) highlight how tasks can support all students and ways to make them even better. These can help us think about how we make sure our assessments are serving students as effectively as possible.

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Five Questions State Boards Should Ask to Advance College and Career Readiness

By 2025, 68 percent of jobs in the United States will require postsecondary education and training beyond high school. With this trend in mind, states promised to work toward the goal of college and career readiness for all students in their state plans under the Every Student Succeeds Act (ESSA). A new ["Power of the Question" analysis](#) from NASBE outlines five questions state board of education members can ask to advance college and career readiness policies in their state.

The [piece](#) also highlights CTE initiatives in Indiana, Iowa, Kentucky, North Carolina, and Washington that help expand opportunities for all students to be successful as they transition to college or a career. These programs feature dual enrollment opportunities, rigorous coursework, new graduation pathways, course alignment with high-opportunity careers, skill building for the jobs of the future, and tracking of student attainment after graduation.

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College and Career Readiness for Youth with Developmental Disabilities

During National Developmental Disabilities Month in March, the American Youth Policy Forum [examined](#) challenges in college and career readiness for students with developmental disabilities along with a few potential ways to narrow readiness gaps. As discussed in [Achieve and NCEO's 2016 report](#), experts estimate that 85-90 percent of students with disabilities are able to meet the same high school graduation requirements as other students, but the national graduation rate for students with disabilities is just 67 percent. In a new [blog](#)

[post](#), AYPF considers ways in which high expectations, transition planning, personalized and competency-based learning, and dual and concurrent enrollment can help close this gap and improve outcomes for students with developmental disabilities.

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What We Read in March

- From ExcelinEd: [Why Can't Millions of Kids Read?](#)
- From Education Week: [We Have a National Reading Crisis](#)
- From Education Week: [Explicit Phonics Instruction: It's Not Just for Students With Dyslexia](#)
- From Forbes: [The Achievement Gap Hasn't Budged in 50 Years. Now What?](#)
- From NGSS Now: [March 2019 Newsletter](#)
- From The 74: [Challenging Conventional Wisdom, New Report Suggests Diversity of America's Teaching Force Has Not Kept Pace With Population](#)



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Is your district or state looking for support in the design, selection, and implementation of science tasks for instruction and assessment?

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