On the Road to Implementation:
Aligning Assessments with the Common Core Standards


Reaction Questions:

1. How will the reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA) be aligned with/impact the new assessments?

2. What do you need to prepare for the Common Core State Standards and assessments? Training? Information?

3. In your view, what is meant by: “holding schools and educators accountable”? Give some examples.

4. Is every student considered to be a college prospect? Explain your answer.

5. What does college and career ready mean for your school?

6. How do views about college and career readiness differ?

7. How will this impact what the state is already doing?

8. What are the fundamental differences between most states’ old assessments and the new assessments?

9. From your point of view, how does this new assessment impact students with disabilities (IDEA or 504)?

10. What is wrong with the current assessment system?

11. Will this move to performance measures and extended tasks mean that more classroom time will be lost to testing? Give details to explain your answer.

12. How will higher order thinking skills be measured?

13. How will the new assessments be part of teacher evaluation?
**Application Questions:**

1. Does your state/district have guidelines that anchor assessment to address what it means to be college and career ready? How can we best make those guidelines available?

2. What are the best ways to ensure that stakeholders (especially students with disabilities and families) will be adequately informed and involved?

3. How can communications be tailored to adequately inform teachers and parents in a state?

4. What guidelines might be used within your state/district to address instructional supports for curriculum changes?

5. How can community resources be used to support implementation?

6. How will implementation plans support students with supported employment or alternate career plans?

7. What is the range of supports needed for students to transition successfully into adulthood including social skills (outside of academic skills)?

8. How do we manage/consider the impact of new assessments on individualized educational plans?

9. How do we respond to the needs of students who don’t make adequate yearly progress?

10. How might the emphasis on math and English Language Learners in the CCSS in your state change, given the previous focus on content standards in all disciplines?

11. How might states/districts link RTI to assessments?

12. How might states/districts link accommodations to assessments?

13. What is the context and application to different culture and identity populations?

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