



College Preparatory Course Certification (CPCC) Learning Activity



**Department of
Education**

Joel I. Klein, Chancellor

Agenda

- Activity I: CPCC Overview (15 minutes)
- Activity II: Becoming Familiar with the Rubrics (15 minutes)
- Activity III: Student Assessment and Sample Student Work (20 minutes)
- Activity IV: Next Steps at Your School (10 minutes)

What is CPCC?

- The CPCC process seeks to expand the range of courses for which schools can earn credit on the College Preparatory Course Index (CPCI) metric.
- To be certified through the CPCC process, a course must meet the expectations of a college-ready course.
- Schools will **receive credit on the Progress Report** for each student who passes a course certified through the CPCC process.
- Schools may receive **only one point per student on the CPCI metric**, regardless of how many CPCI criteria that student meets.

Goals of the CPCC Process

- Recognize and reward courses that build college-readiness skills and provide rigorous instruction.
- Provide all high schools that have invested in rigorous college preparatory courses with the opportunity to earn points on the CPCI metric.
 - Especially schools with operational challenges (*e.g.*, scheduling, small student population) or an alternative approach to providing standardized college preparatory courses (such as AP or advanced Regents courses).
- Increase the accuracy of college-readiness metrics.
- Encourage constructive conversations in high schools about the rigor of their coursework to
 - increase the rigor of existing and new courses and
 - motivate the creation of innovative alternatives to the standard college preparatory courses.
- Share best practices across high schools.

What is a “College-Ready” Course?

A “college-ready” course:

- exposes students to enough of the right **CONTENT** so that they are prepared for and not overwhelmed by the material in a credit-bearing introductory level college course;
- expects students to complete work that is sufficiently **RIGOROUS** (demands higher order thinking on Bloom’s Taxonomy and is at a Depth of Knowledge level 3 or 4) such that students are prepared for the types of assignments that they will receive in college; and
- prepares and asks students to utilize the **SKILLS** and **HABITS** that are necessary for success in a college course, including: independence, problem solving, reasoning, conducting analysis and evaluation, research (if applicable), self-monitoring, study skills, and persistence.

Requirements for CPCC Eligibility

1. The course must have **high standards and demonstrate results** -- it must be at least as rigorous and associated with college success as are the courses that already count toward the CPCI (Algebra II, Chemistry, Math B, Physics, AP, IB, college credit-bearing course).
2. The course must be established and have been offered to **at least 25 students who graduated in or before 2010**.
3. The course must be **taught in the year it is nominated**, and there should be **plans to continue** offering the course in the future.
4. There must be a range of **student work and teacher work (assignments and assessments) on file** from the course.
5. If multiple sections of the course are offered, all sections should be **horizontally aligned** with similar expectations, assignments, and grading policies.

Application Process:

Two Parts to the CPCC Application

- **Part I (used for the quantitative evaluation):** Employs a statistical analysis to evaluate the relationship between passing the course and success after high school, controlling for student characteristics to ensure fair comparisons. **Schools will be invited to submit Part II only for courses that pass Part I.**
- **Part II (used for the qualitative evaluation):** Employs a rubric to review the breadth and depth of the course content, the intellectual rigor and demand of assessments, the level of independence asked of students, and the expectations of students to develop and use higher order thinking and reasoning skills throughout the course.
- Courses that pass **both the quantitative and qualitative evaluations** will be certified.

Application Process: Additional Information

- The application will be online. In the **December 13 issue of *Principals' Weekly***, high school principals will be provided with instructions for accessing the online application.
- Schools may nominate **up to four courses** per year for CPCC.
- Courses certified through the CPCC process will receive either a one- or a two-year certification, depending on the strength of the application.
- Courses that do not receive certification are invited to reapply in subsequent years.
- Random reviews of courses may occur to ensure that the offered course is comparable to the submitted course.

Application Timeline

Date	Milestone
December 13, 2011 - January 18, 2012	Application Part I accepted on a rolling basis
December 9, 2011 December 14, 2011	In-person trainings for Network Performance Points [and Network Instructional Points]
February 27, 2012	Schools notified of Part I decisions/schools invited to submit Application Part II for courses that pass the quantitative evaluation
February 27, 2012 - March 26, 2012	Application Part II accepted on a rolling basis
Summer 2012 [Date TBD]	Schools notified of final CPCC decisions

Overview of Qualitative Evaluation Process

- The DOE trains and norms groups of reviewers to evaluate each qualitative application.
- Part II of the CPCC application consists of instructional artifact submissions and short answer questions.
- **Worksheets** aid reviewers in examining the depth and frequency of the course's content and rigor, as well as the skills and habits it teaches students.
- **Rubrics** allow reviewers to make an overall determination about the course's college-readiness.

Instructional Artifacts Reviewed

The DOE will review a sample of instructional artifacts against two rubrics – one for Content and Skills and one for Rigor. These artifacts include:

- All major assessments
- Graded student work
- Course syllabi, curriculum map, scope and sequence, or equivalent
- Lists of key texts
- An explanation of the grading policy
- An explanation of any prerequisites
- Written responses to short answer questions*

Short Answer Questions

1. What are the primary objectives of the course? What should students know and be able to do by the end of the course? What types of tasks, activities, and assignments are students asked to complete that prepare them for college-level work?
2. Why do you think this course deserves special recognition? What evidence do you have?
3. What are the prerequisites for students who enter this course?

ACTIVITY II: Becoming Familiar with the Rubrics

Step 1 of the Qualitative Evaluation: Course Worksheets Used to Apply Rubrics

Academic Rigor Worksheet (Social Science)	Very Often	Often	Some-what Often	Infrequent or Never
<p><i>Based on the evidence provided, is the course material that students are expected to master sufficiently rigorous and intellectually challenging?</i></p>				
<p><i>In order to pass the course, are students expected to complete tasks that demonstrate mastery independently as opposed to with significant assistance from the teacher or peers?</i></p>				
<p><i>Are the texts students are expected to read academically challenging enough to prepare them for a non-remedial college Social Science History course?</i></p> <ul style="list-style-type: none"> • Texts conform to the conventions (vocabulary, format, etc.) of Social Science texts. • The language used is academic and discipline-specific. • Texts require the reader to have a familiarity with cultural, literary, and/or discipline knowledge. • Graphics (when used) are complex and their interpretation is essential to understanding the text and/or graphics provide an independent source of information. • Students read rigorous and intellectually demanding texts as defined in the Appendix of the Common Core. 				

Step 2 of the Qualitative Evaluation: Rubrics Used to Determine College-Readiness

	<i>Considering the determinations you made using the Content & Skills Worksheet criteria, how would you rate the CONTENT & SKILLS of this course?</i>
College-Ready	<ul style="list-style-type: none"> • Students who pass the class will be familiar with the most, if not all, of the content knowledge they are expected to know in an introductory college course. • The skills embedded in this course are clearly and undoubtedly sufficient to prepare students for an introductory college course.
Likely College-Ready	<ul style="list-style-type: none"> • Students are exposed to most of the content knowledge they are expected to know in an introductory college course. • The skills embedded in this course are likely to be sufficient to prepare students for an introductory college course.
Potentially College-Ready	<ul style="list-style-type: none"> • Students are exposed to some of the content knowledge they are expected to know in an introductory college course. • The skills embedded in this course may be sufficient to prepare students for an introductory college course.
Unlikely to be College-Ready	<ul style="list-style-type: none"> • The course does not cover enough of the content knowledge expected to prepare students for an introductory college course. • The skills embedded in this course are unlikely to be sufficient to prepare students for an introductory college course.

Step 3 of the Qualitative Evaluation: Certification Tenure

		ACADEMIC RIGOR			
		College-Ready	Likely College-Ready	Potentially College-Ready	Unlikely to be College-Ready
C O N T E N T & S K I L L S	College-Ready	2 Year Certification	2 Year Certification	Does not meet	Does not meet
	Likely College-Ready	2 Year Certification	1 Year Certification	Does not meet	Does not meet
	Potentially College-Ready	Does not meet	Does not meet	Does not meet	Does not meet
	Unlikely to be College-Ready	Does not meet	Does not meet	Does not meet	Does not meet

ACTIVITY III: Student Assessments and Sample Student Work

In pairs or trios:

1. Review the Science and Social Science assessments and student work
2. Use the appropriate course worksheets and rubrics to determine if the courses were deemed college ready. As you do so, be sure to consider whether the assessments and student evidence of learning provided meet the criteria around Content and Skills and Academic Rigor outlined in the worksheets and rubrics? ***Use EVIDENCE from the rubrics and artifacts to guide your decisions and conversations.***

College Ready: Social Science

Students have an opportunity to:

Content & Skills

- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- Construct written arguments on substantive topics that introduce precise claims and use valid reasoning and cite specific textual evidence from primary and secondary sources to support the claims.

Academic Rigor

- Interpret, evaluate, and analyze primary and secondary documents.
- Draw evidence from informational texts to support analysis.

Not College Ready: Forensic Science

Students *do not* have an opportunity to:

Content & Skills

- Understand and apply the scientific method accurately designing and conducting scientific investigations during which they formulate and test hypotheses
- Evaluate an author's claim and evidence by corroborating or challenging them with other information.
- Construct written arguments on substantive topics that introduce precise claims and use valid reasoning and cite specific textual evidence/data from primary and secondary sources to support the claims.
- Understand the KEY concepts or big ideas of the subject.
- Evaluate an author's claim and evidence by corroborating or challenging them with other information.

Academic Rigor

- Complete a task that require them to think at the higher domains of Bloom's Taxonomy
- Investigate or accurately apply scientific concepts to real world problems.

ACTIVITY IV: Next Steps at Your School

Next Steps as Principals

- Who should you encourage to apply?
- Who can you coach for next year? For whom this is a planning year?
- How might you use the course rubrics to support your teachers in creating content-rich and rigorous course work?

Additional Resources

Please visit the Progress Report website (<http://schools.nyc.gov/progressreport>) for additional information and resources, including:

- A memo explaining the CPCC process in greater detail
- Frequently Asked Questions
- Rubrics
- Worksheets
- Learning Activity

Contact your Network Performance Point or email CPCertification@schools.nyc.gov with any questions.