



March 2019

Achieve Shares Task Annotation Project in Science (TAPS)

New science standards like the Next Generation Science Standards (NGSS) set ambitious and exciting expectations for all students by changing the very nature of what we want students to know and be able to do

in science. With the adoption of better science standards, many educators have been left to grapple with what high-quality and aligned assessments, both classroom and external, look like in practice—what do we want students to actually be able to do with their science learning? In our national work supporting educators and policy makers, the most pressing question from teachers and leaders alike is "what does it look like when students meet rigorous science standards?" This hasn't been an easy question to answer because there haven't been clear examples and models we can collectively point to and say, "this is it!"

Browse a set of tools and resources that have been collaboratively designed to show educators what it looks like to give students tasks that measure three-dimensional science standards. Explore annotated examples of classroom tasks that highlight concrete examples of the features of good science assessments; emerging models and guidelines about assessment must-haves, phenomena, equity, sense-making, practices, and crosscutting concepts for educators who want to design their own three-dimensional performance tasks; and tools educators and developers can use to figure out whether tasks they are considering using are really going to provide meaningful feedback to students, their parents and teachers, and policy

Task Annotation Project in Science

VIDEO



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Graduating Ready: New Data Available Highlighting the Gap Between High School Graduation Requirements and Entry Requirements for Higher Education

Students graduating from high school should have all opportunities readily available to them, including entering a good career path, the military, or postsecondary education. However,

too many students earn a high school diploma without having taken or passed the courses needed for admission into some of the major public, four-year colleges and universities in their state.

The [new data explorer](#) compares high school graduation requirements with the entry requirements of select postsecondary institutions in all 50 states. This analysis focuses on two subject areas where gaps in student preparation may occur, based on what states require in high school: mathematics and science.

Visit the [new data explorer](#) to learn more.

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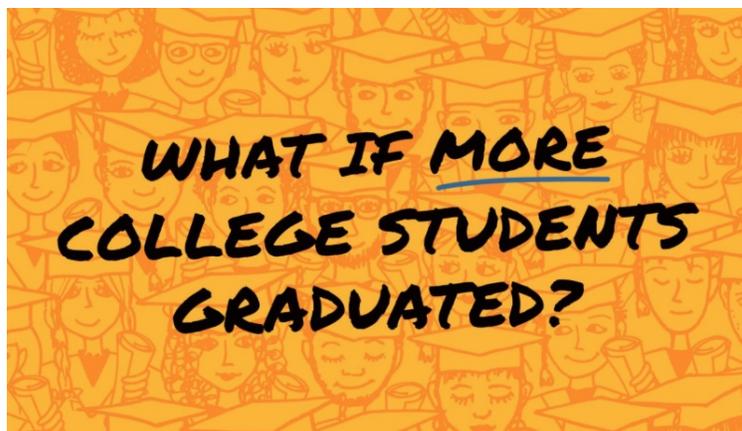
Many states offer more than one way for students to **graduate** from high school. Which options align with **postsecondary admissions requirements**?

LEARN MORE IN OUR NEW DATA EXPLORER
highschool.achieve.org/postsecondary-explorer

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Ripple Effect: The Cost of the College Dropout Rate

57% of students who start two- and four-year colleges graduate. Students who take out loans to attend college but never finish are three times as likely to default, earn lower incomes throughout their lives, and have higher rates of unemployment. This leaves billions of taxpayers' significant federal investment in higher education wasted.



This new [paper](#) from [Third Way](#) explores the micro- and macroeconomic benefits of raising college graduation rates from their current rate of 57% to the national high school graduation rate of 84% for a single class of students entering two- and four-year schools.

Among key findings, an 84% graduation rate for one class of students would:

- Increase employment by 107,400 for just this class;
- Increase annual wages for 730,000 additional two-year degree holders by an average of \$4,849;
- Increase annual wages for 520,000 additional four-year degree holders by an average of \$19,034;
- Reduce the number of people in poverty by 48,000; and
- Over the course of their lifetimes increase the amount of local, state, and federal tax revenue by more than \$90 billion.

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The problem with finding the main idea

A new report, *The problem with finding the main idea*, a collaboration between the Johns Hopkins Institute for Education Policy and Learning First,

THE PROBLEM WITH FINDING THE MAIN IDEA

shows how systemic assessments of student learning that isolate skills like "finding the main idea" encourage teachers to place an unhelpful emphasis on the teaching of these "skills." Drawing on examples from the United States, the report explains why this approach fails to lead to improvements in student learning. Student assessment can be both aligned with high standards and help to encourage the kinds of effective teaching practice that support student learning. The report concludes by suggesting what a more productive approach to curriculum-aligned student assessment would look like.

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What We Read in February

- From Curriculum Matters: [The Outcomes Stories We Should Be Talking About](#)
- From Data Quality Campaign: [Asset Framing: Students Aren't Empty Cups](#)
- From District Administration: [NGSS science promotes phenomena-based learning](#)
- From Education Next: [Let Some High School Juniors Go Directly To College](#)
- From Education Week: [A Look at How Principals Really Drive School Improvement](#)
- From Education Week: [Science Curriculum Reviews Are Out, and Results Aren't Great](#)
- From The Education Trust: [Through Our Eyes: Perspectives and Reflections From Black Teachers](#)
- From the Fordham Institute: [Rampant grade inflation is harming vulnerable high schoolers](#)
- From Futurity: [For Girls, It's Better to Say Let's Do Science](#)
- From Getting Smart: [A Refresher Course on the NGSS](#)
- From Teaching Tolerance: [Black History Month Is Over. Now What?](#)

We're Hiring!

Join our [incredible team](#) of diverse and talented professionals who are passionate about our mission and believe that they can make a difference for today's students and tomorrow's leaders.

*All students should graduate from high school
ready for college, careers, and citizenship.*

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