



November 2018

Transforming Science Assessment: Systems for Innovation

Achieve recently released a series of science assessment resources for state education leaders, [Transforming Science Assessment: Systems for Innovation](#). The series is designed to provide

1) information about how states are currently pursuing statewide assessment systems in science; 2) analyses of what features influence different approaches, with an eye to supporting state leaders as they make their own decisions regarding science assessment systems; 3) detailed state profiles that highlight how and why some states have made decisions regarding designing and enacting different examples of systems of assessment; and 4) a how-to guide for policymakers looking to enact systems of assessment in science.



The suite of resources is organized in the following sections:

- A [high-level introduction to science standards and assessment](#), the need for systems of assessments in science, and two major styles of approaches that are emerging from state efforts to turn the vision for a system of assessments in science into a reality
- Deep dive into [state-led assessment systems in science](#)
- Deep dive into [distributed assessment systems in science](#)
- State Spotlights on systems of assessment in [Nebraska](#), [Kentucky](#), and [Michigan](#)
- [A guide for policymakers](#) to help consider how to develop and implement assessment systems

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Three Educational Pathways to Good Jobs

A [new white paper](#) from the Georgetown University Center on Education and the Workforce (CEW) in partnership with JPMorgan Chase & Co. explores the three educational pathways to good jobs, each defined by education and skills: high school, middle skills, and bachelor's



degree (BA). Good jobs are defined as ones that pay at least \$35,000, average \$56,000 for workers with less than a BA, and average \$65,000 when you include workers with a BA or higher. The researchers find that the greatest number of good jobs go to workers with a BA or higher: 36 million jobs, or 56 percent of all good jobs. The high school pathway provides 20 percent of all good jobs, but the future of the high school economy remains uncertain. Since 1991, good job opportunities declined on the high school path while growing on the middle schools and BA paths. [Download the paper.](#)

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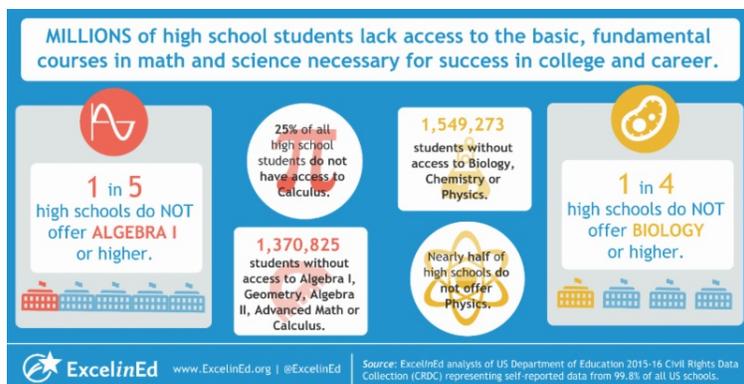


College and Career Pathways: Equity and Access

ExcelinEd's [new analysis of data](#) from the U.S.

Department of Education reveals that too many students in every state do not have the chance to take fundamental courses needed to prepare them for college and career.

Nationally, millions of students lack access to key courses that would prepare



them for college and career. Access is inequitable: it is worse for schools with high populations of minority students and schools with high populations of low-income students. ExcelinEd has identified a three-step process states can consider using to overcome gaps in access to core courses. [Learn more about the findings and solutions.](#)

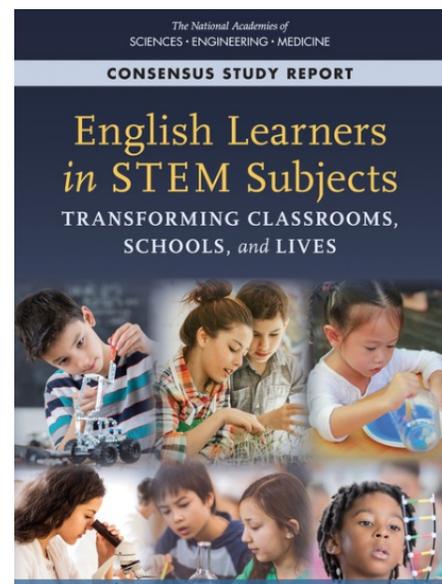
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English Learners in STEM Subjects: Transforming Classrooms, Schools, and Lives

A new report, [English Learners in STEM Subjects: Transforming Classrooms, Schools, and Lives](#)

from The National Academies of Sciences, Engineering, and Medicine examines the research on English Learners' learning, teaching, and assessment in STEM subjects and provides guidance on how to improve learning outcomes in STEM for these students. The report considers the complex social and academic use of language delineated in the new mathematics and science standards, the diversity of the population of ELs, and the integration of English as a second language instruction with core instructional programs in STEM.



Click [here](#) to download the report, and register [here](#) for a webinar about the report held on November 8 at 2:00 pm ET.

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November Reading List

- From TNTP: [The Opportunity Myth](#)
- From the 74: [Martinez: As a Teacher, I Know Students Need Challenging Coursework to Thrive. Here's What Happened When I Tried It in My Classroom](#)
- From the Education Strategy Group, Advance CTE and the Council of Chief State School Officers: [Destination Known: Valuing College AND Career Readiness in State Accountability Systems](#)

- From Teaching Tolerance: [Closing the Diversity Gap](#)

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

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