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| **Pre-CCR Instructional Practice in ELA/Literacy** | **Shifts-Aligned Instructional Practice** |
| **(lack of) Text Complexity**   * Lack of complex texts * Testing “window dressing” and domain specific vocabulary as opposed to Tier 2, academic vocabulary   **(lack of) Evidence from the Text**   * Superficial questions that don’t get to the “heart” of a text * Writing based ONLY on student experience, not texts * Students not required to support answers with evidence from texts   **(lack of ) Building Knowledge**   * Even split between literary and informational texts (lack of intentionality around building knowledge from informational texts)   **In General:**   * Explicit “Test Prep” time in the window 3 weeks before the assessment |  |

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| **Pre-CCR Instructional Practice in math** | **Shifts-Aligned Instructional Practice** |
| **(lack of) Focus**   * Equal attention content across broad domains   **(lack of) Coherence**   * Repetitive content * Content not progressing across grade bands * Inconsistency of representations * Topics in isolation   **(lack of) Rigor**   * Emphasis on procedures and answer-getting * Superficial questions that don’t get to the “heart” of application and modeling   **In General:**   * Explicit “Test Prep” time in the window 3 weeks before the assessment |  |