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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
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