



National Curriculum Survey

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What is the ACT National Curriculum Survey?

Nationwide survey of K-career curriculum and expectations for readiness and success

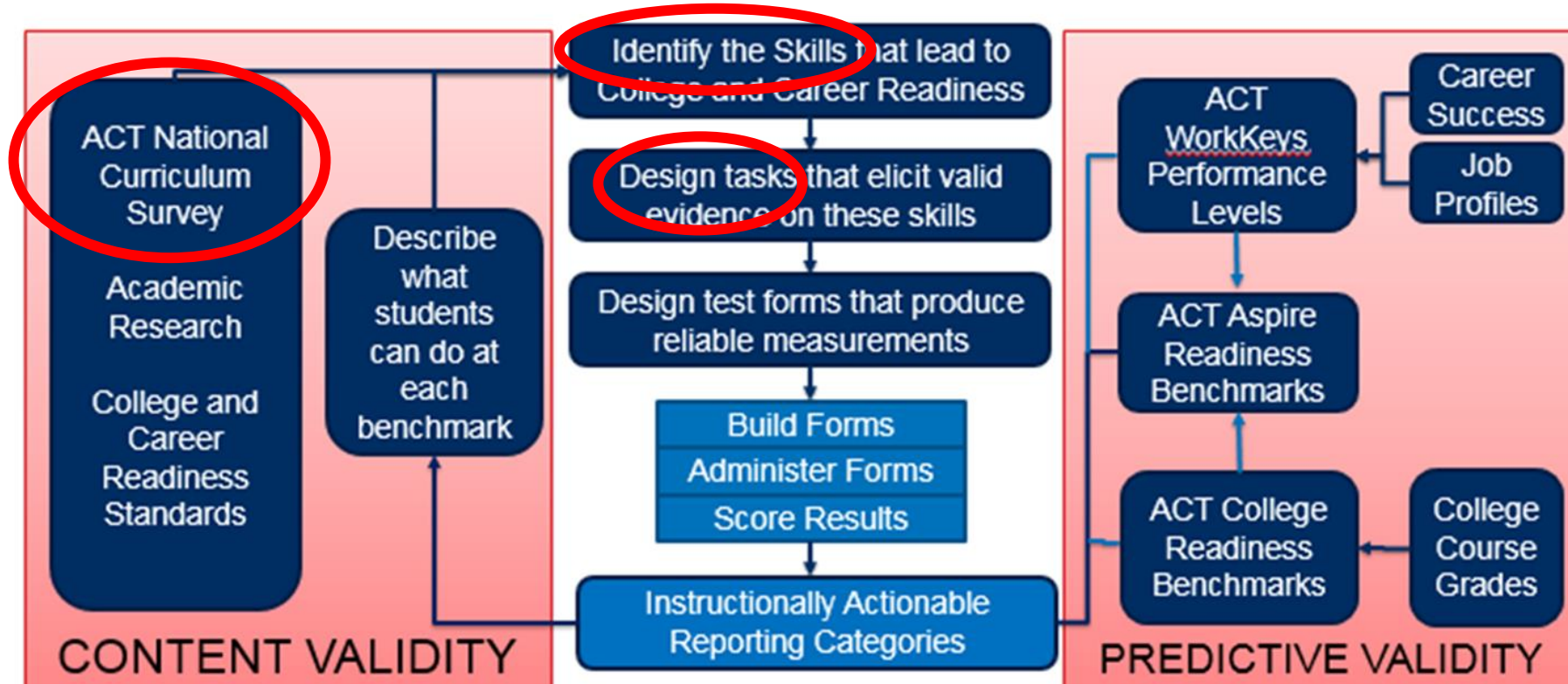
- Conducted every 3-5 years
- RESPONDENTS: K-12; ELA, math, science, Administrators, PS instructors (college and workforce program instructors), supervisors, employees
- Used to Update Tests; Inform of gaps
- <http://www.act.org/content/act/en/research/reports/act-publications/national-curriculum-survey.html>



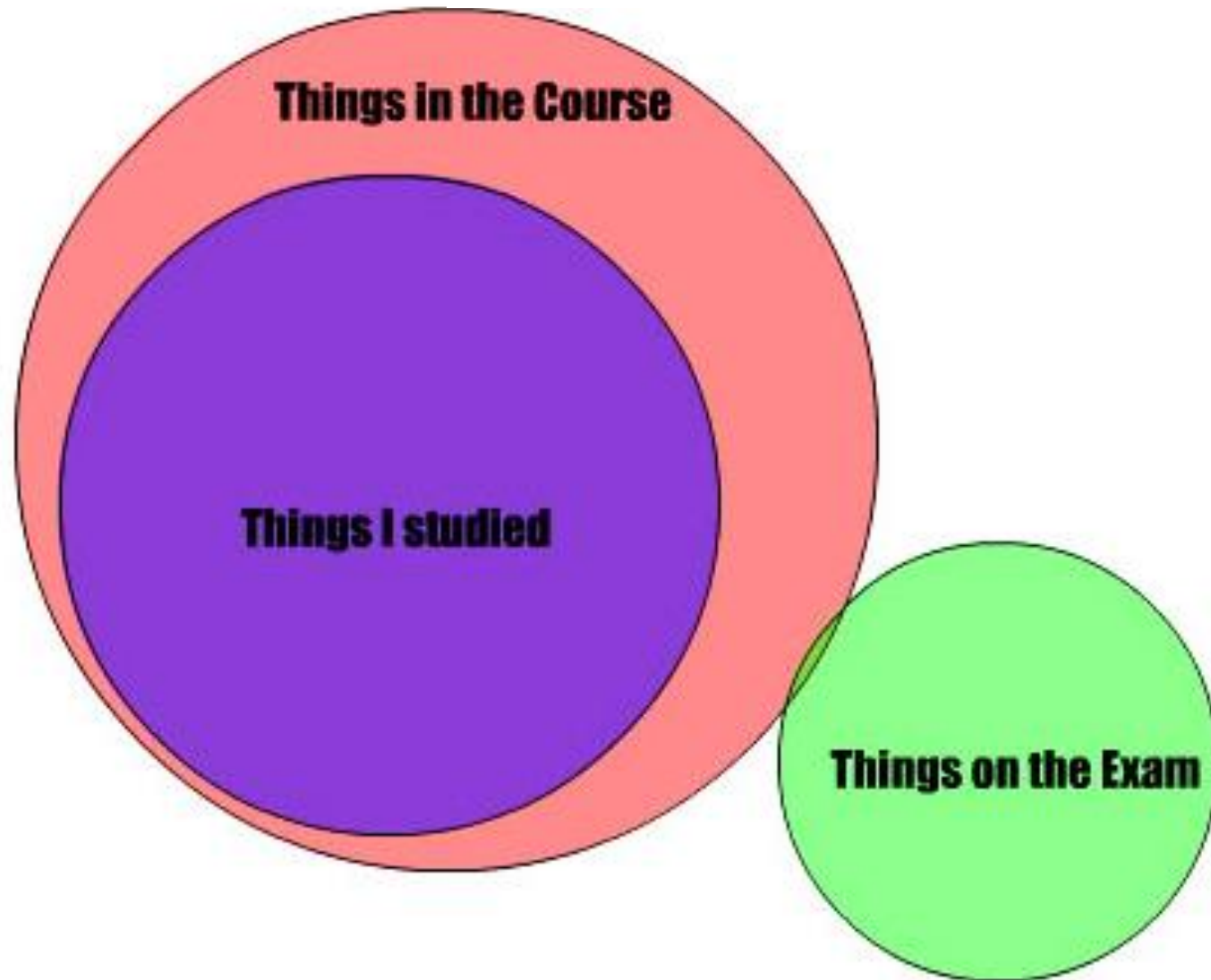
**ACT National
Curriculum
Survey® 2016**

BASELINE EVIDENCE for what we do...

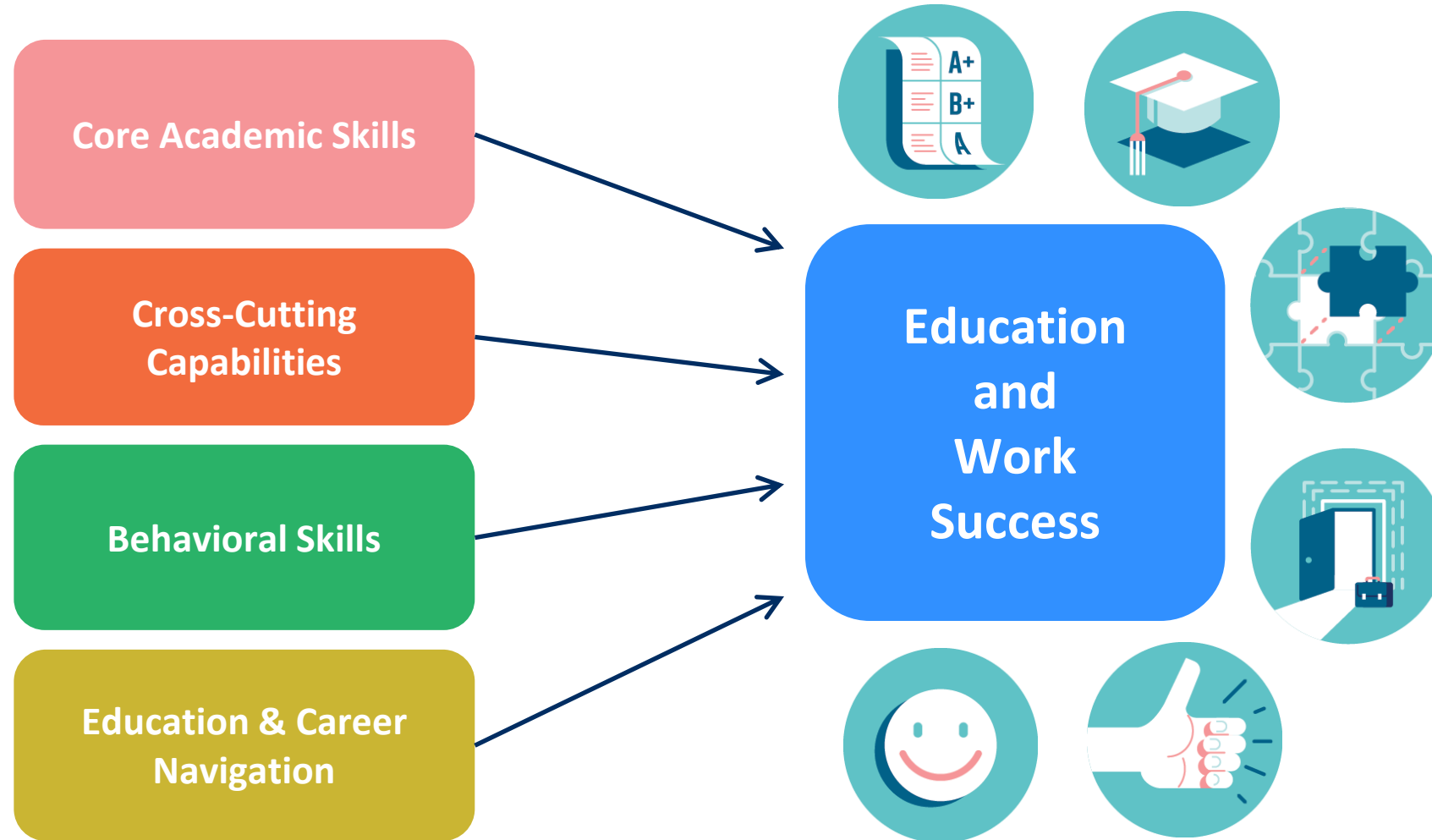
The Full Picture: Evidence and Validity



In other words, how we avoid this for students:



NCS Questions--ACT Holistic Framework Research



WHO WAS ASKED WHAT?

K-12 Teachers:

- What is most important?
- HOW do you teach it? (as part of course or as review?)

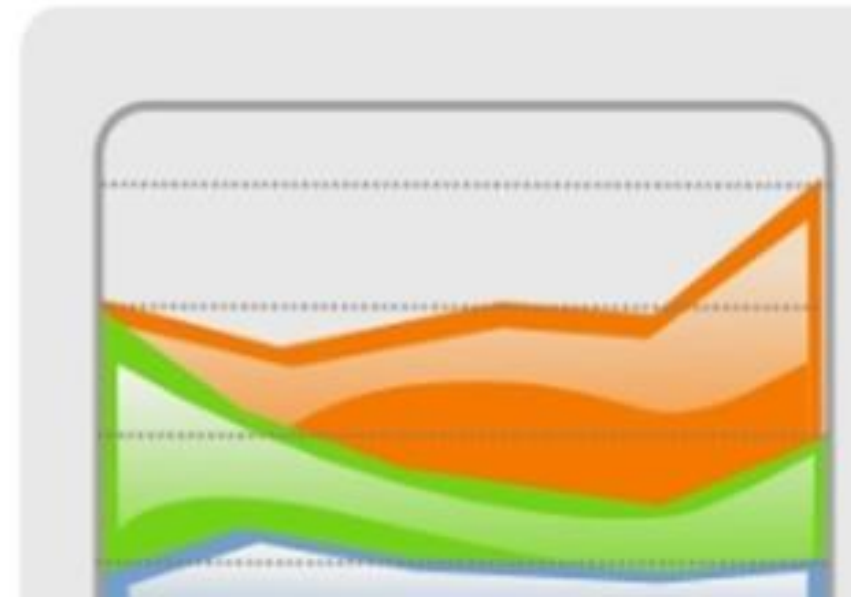
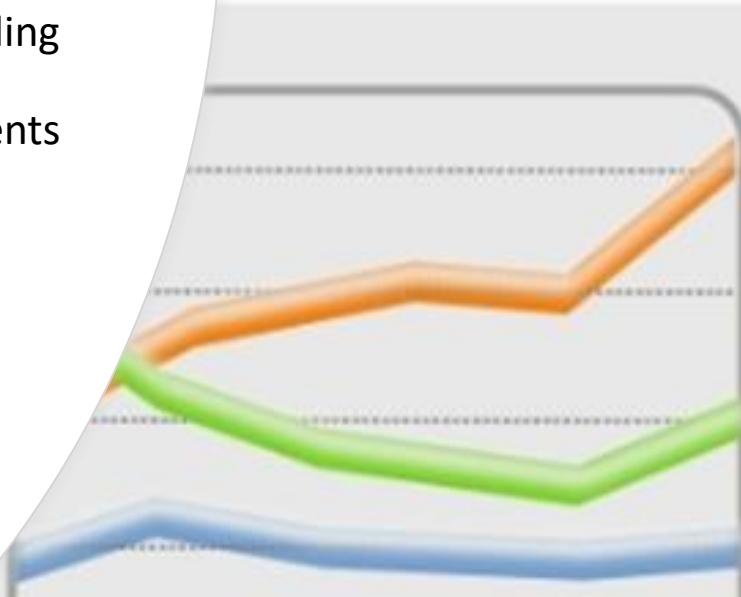
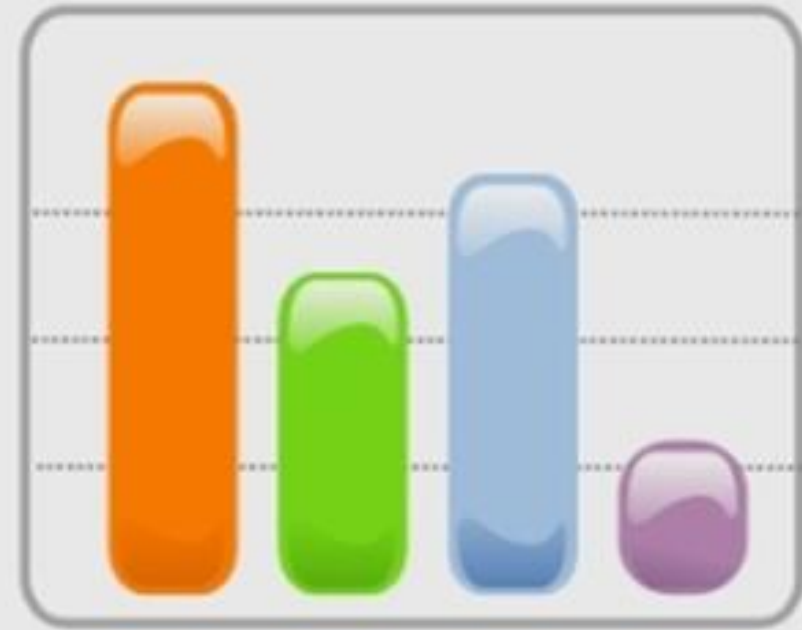
PS/WF: What is most important ?
(emphasis - to have down before entering?)

- Content areas (ELA, math, science)
- Thinking Skills
- SEL
- Navigation
- Policy



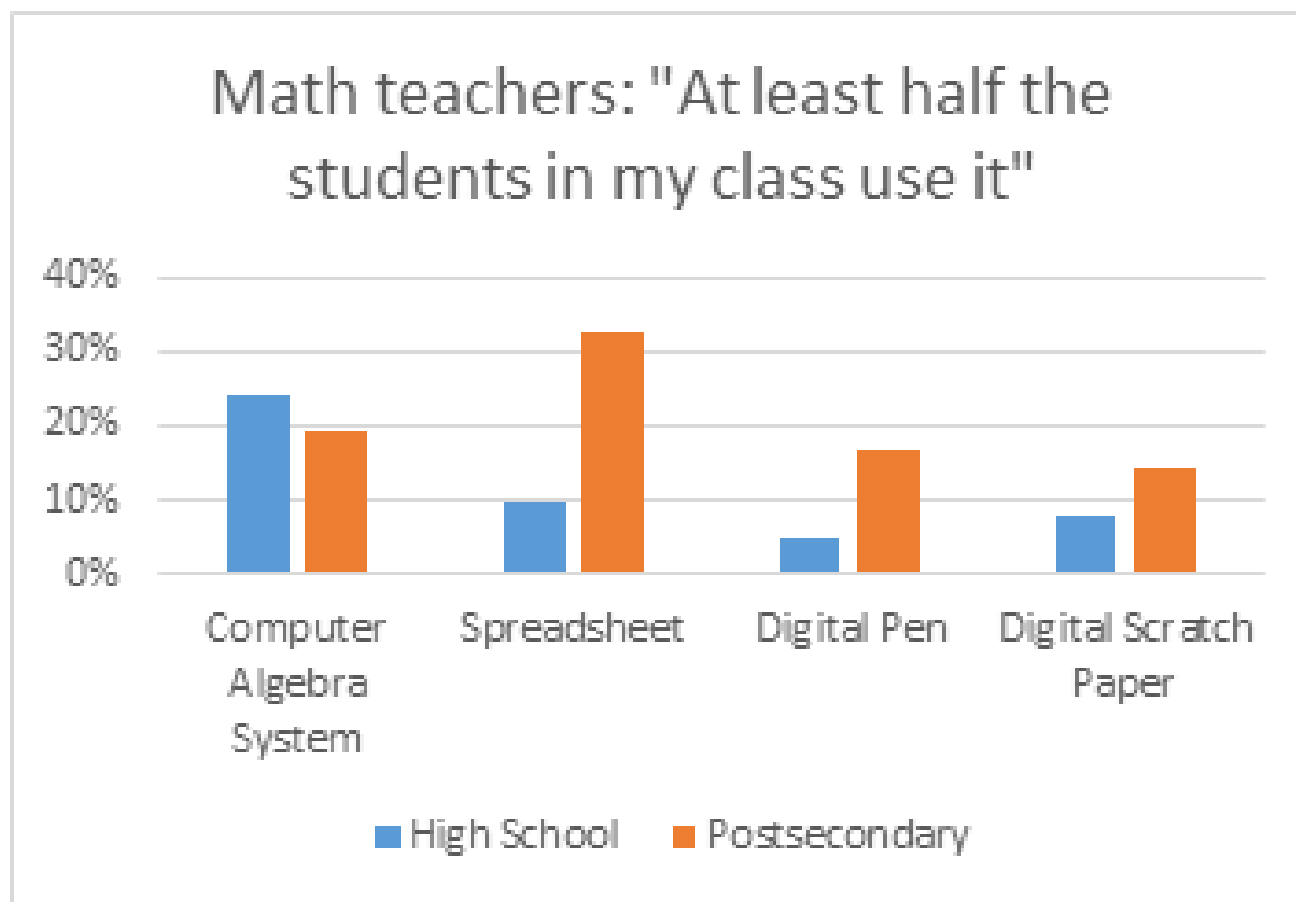
FINDINGS FROM ELA

- **Large majority of PSE Instructors agree reading tests for college success should include graphic and quantitative elements.**
- “Reading tests that measure readiness for college-level reading should include passages with graphic and quantitative elements (diagrams, graphics, charts, tables).”

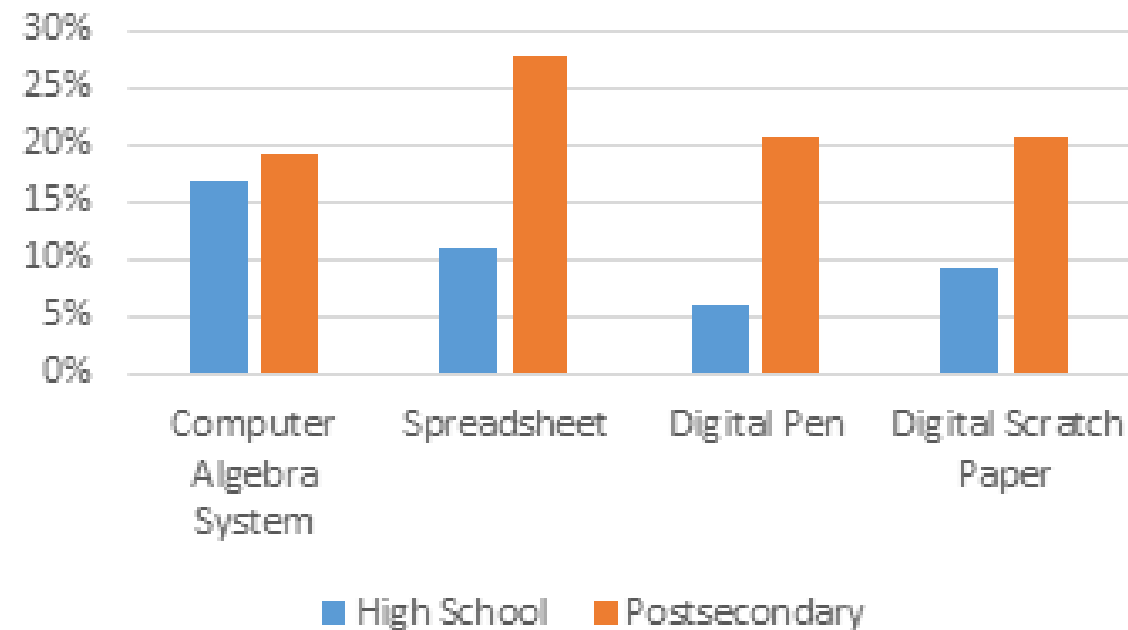


FINDINGS FROM MATH—TECH TOOLS

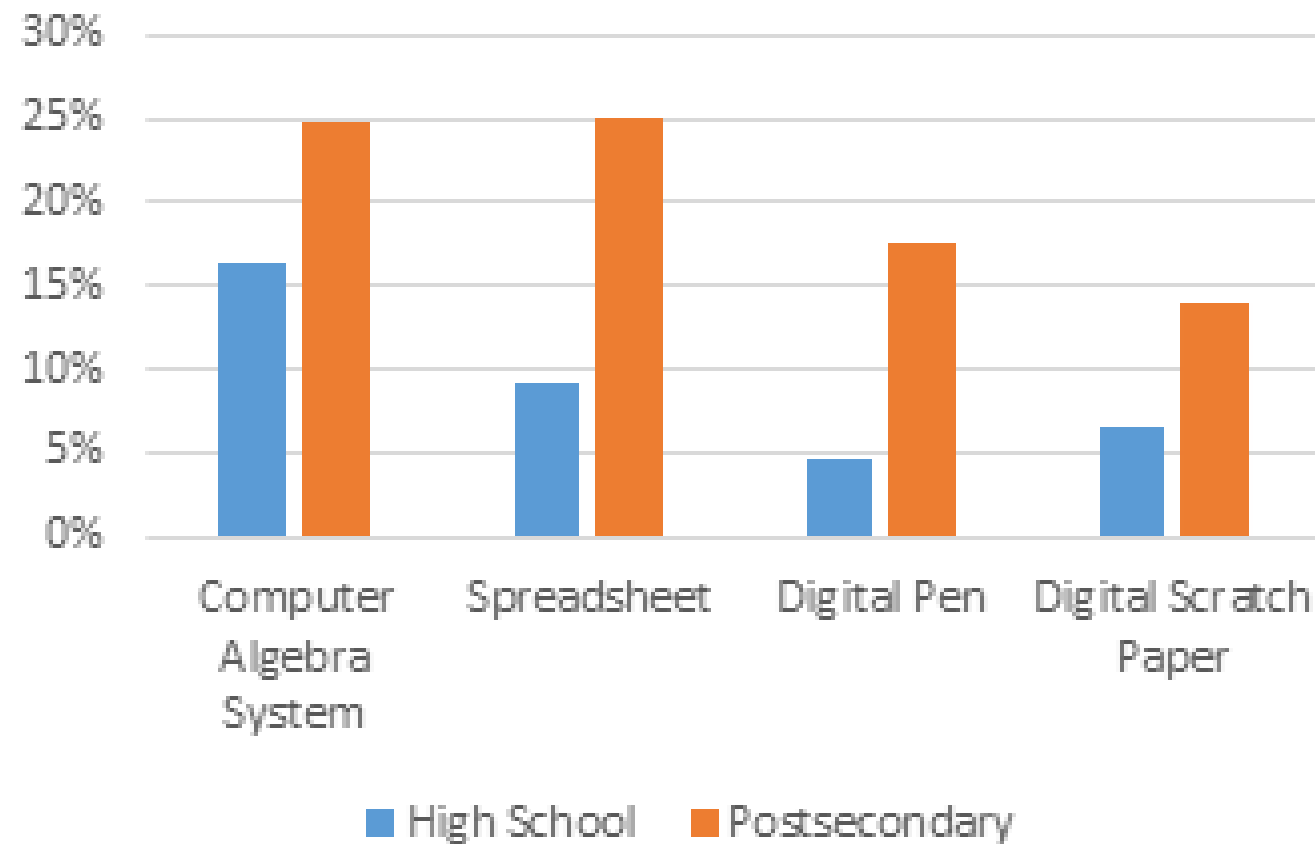
- Specifically, considering:
- Computer Algebra Systems
- Spreadsheets
- Digital Pen
- Digital Scratch Paper



Math teachers: "I expect students to know how to use it when they enter my class"

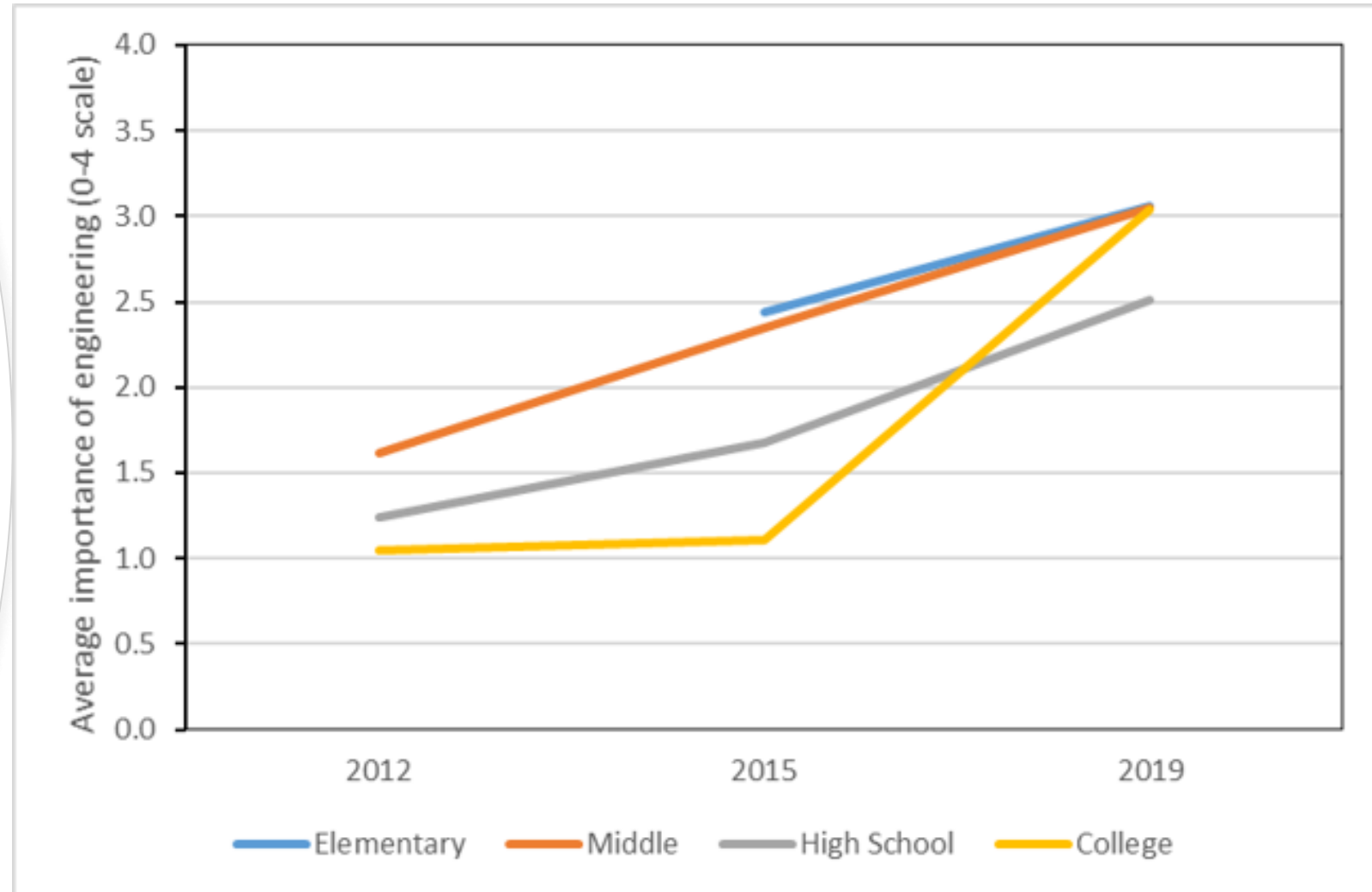


Math teachers: "I assess whether students know how to use it"



FINDINGS FROM SCIENCE

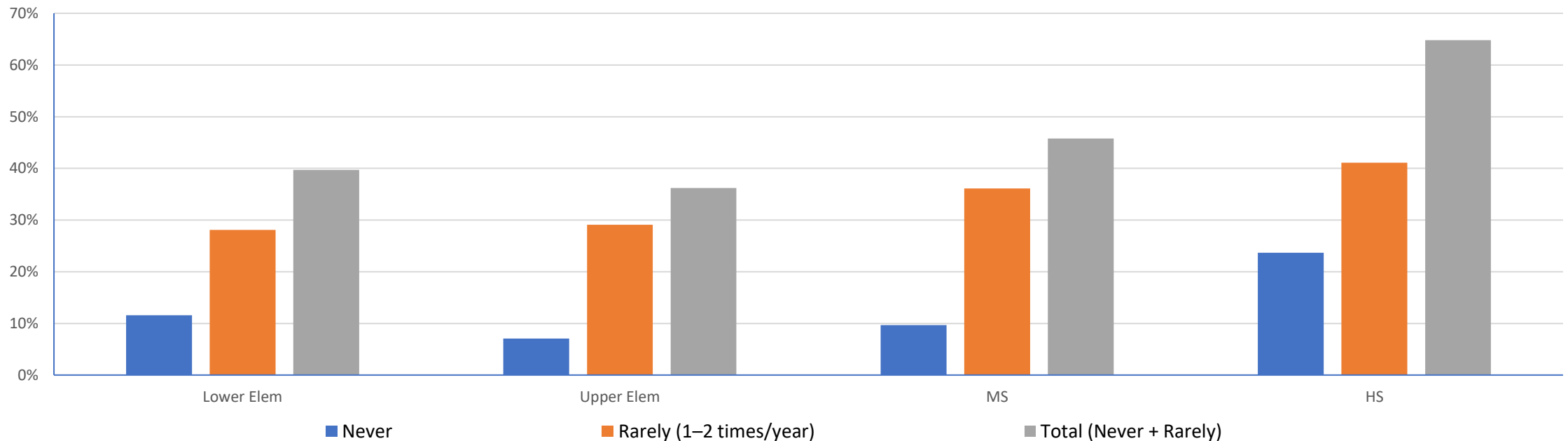
Importance of Engineering



Findings from Science

Engineering still often not taught in science classes

How frequently students are engaging in activities focused on engineering and design



KEY TAKEAWAY: Although teachers believe engineering is more important, they are not spending much class time teaching it – especially at the high school level

Thinking Skills

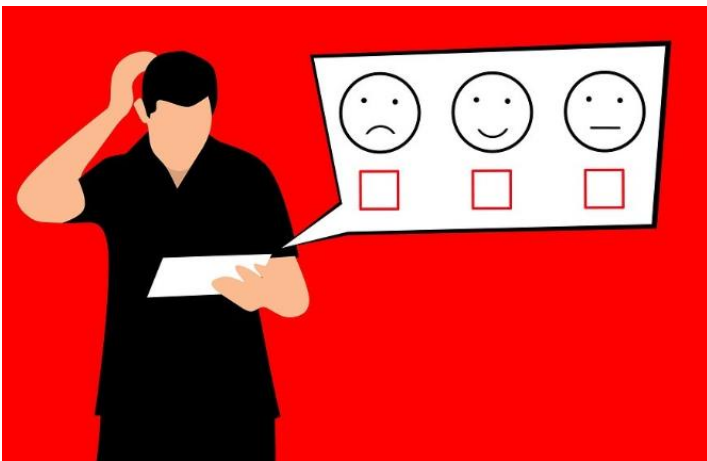
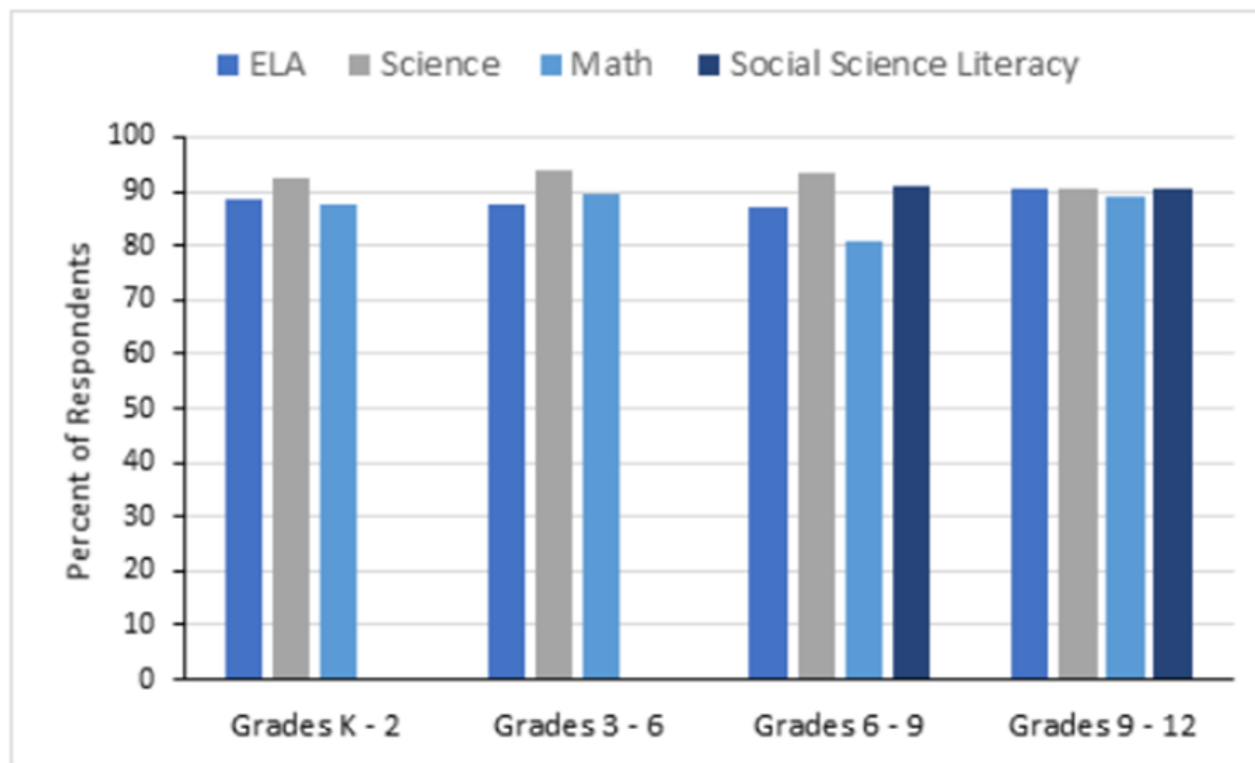
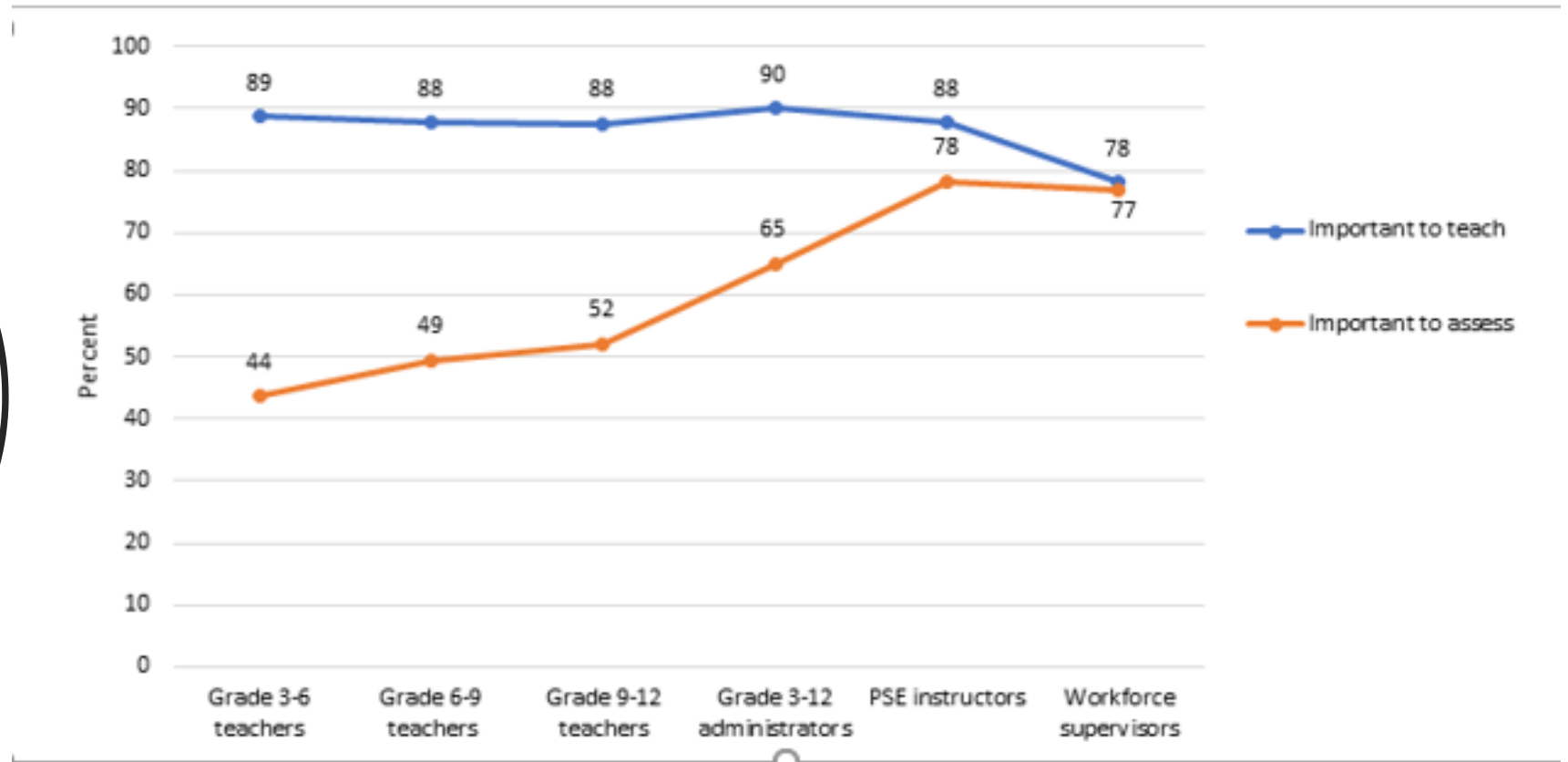


Figure 2: Percentages of K-12 teachers rating CCCs as being of equal or greater importance than content knowledge for success in the courses they teach



The percentages were between about 80% and about 93% in each of the grade level/content area pairings.

NAVIGATION: Teach or Assess?



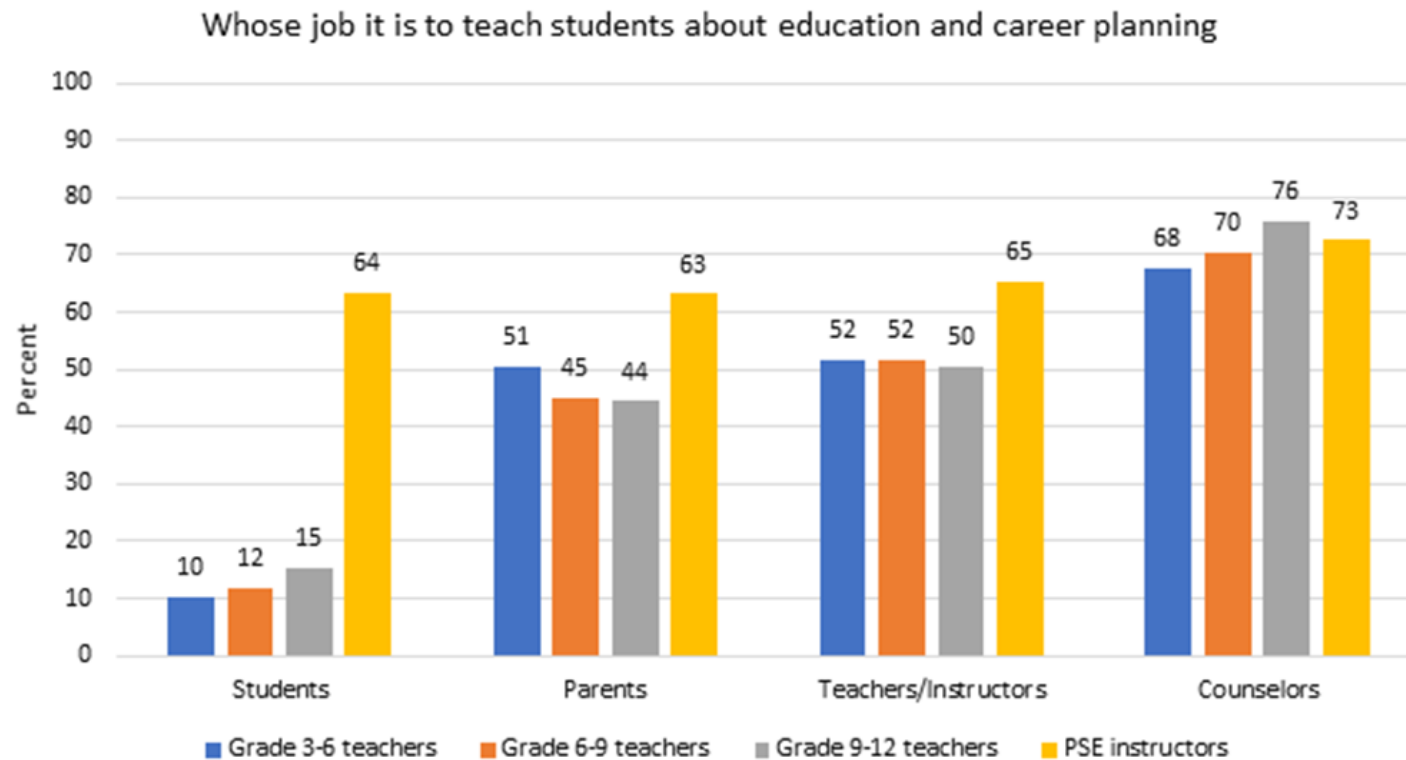
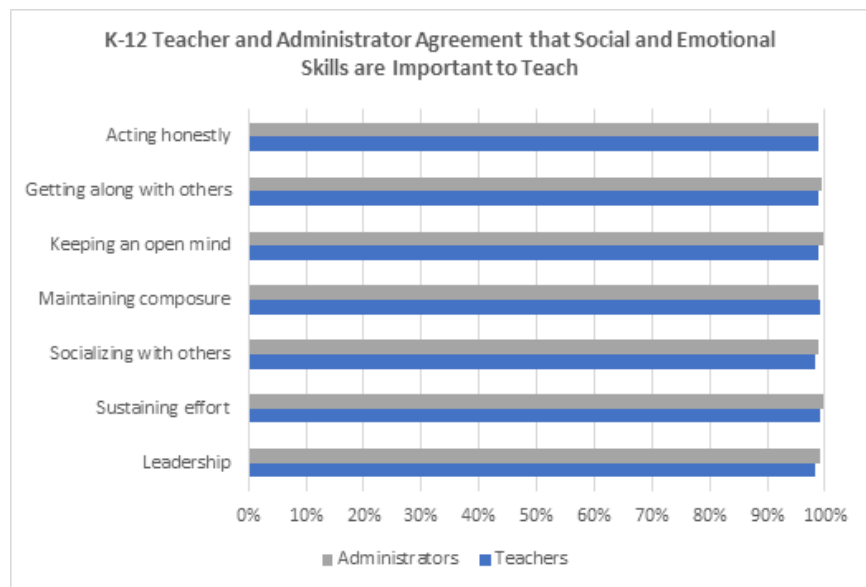
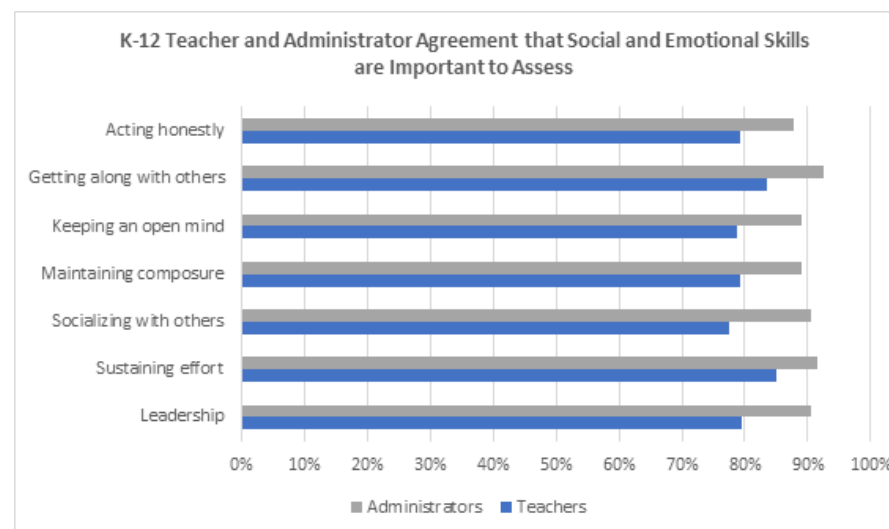


Figure 3. Percentages of 3-12 and postsecondary educators who agreed on students'/parents'/teachers'/counselors' role in teaching education and career planning process.

Navigation:
Whose Job is
it to Teach?



Statement	Elementary	Middle	High	Admin	Average
It is possible to assess social and emotional skills.	78%	73%	74%	79%	76%
School districts should make financial investments in assessments of social and emotional skills.	74%	74%	73%	80%	75%
It is possible to teach social and emotional skills in school.	95%	91%	90%	94%	92%

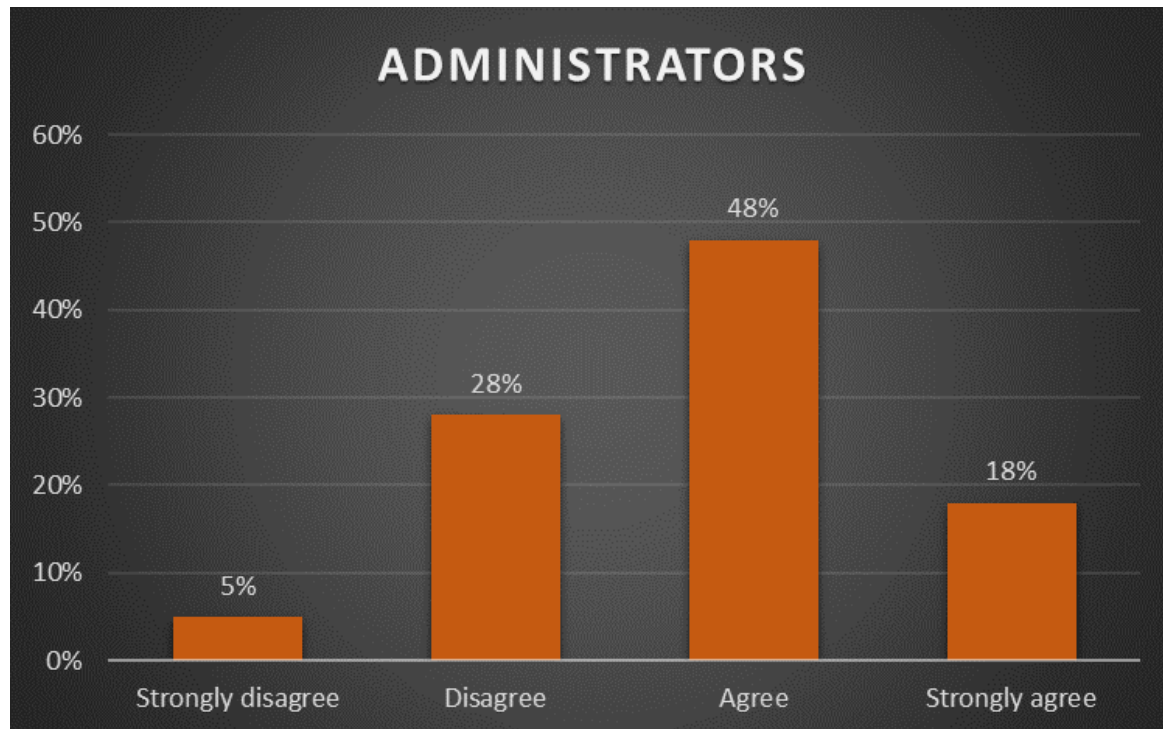


SEL: Teach or Assess?

Effectiveness of Digital Learning Tools vs Classroom?

ADMINISTRATORS:

“Having Students use online resources is as effective as in-classroom instruction”:



Students (N=13,000, March 2020)

“Harder to learn material”

“not learning as efficiently and effectively”

“harder to focus”

“Just dropping new material”

Article in Wall Street Journal June 5, 2020

<https://www.wsj.com/articles/schools-coronavirus-remote-learning-lockdown-tech-11591375078>

The Results Are In for Remote Learning: It Didn't Work

The pandemic forced schools into a crash course in online education. Problems piled up quickly. 'I find it hectic and stressful'

By *Tawnell D. Hobbs* and *Lee Hawkins*

June 5, 2020 12:42 pm ET

This spring, America took an involuntary crash course in remote learning. With the school year now winding down, the grade from students, teachers, parents and administrators is already in: It was a failure.

School districts closed campuses in March in response to the coronavirus pandemic and, with practically no time at all for planning or training, launched a grand experiment to educate more than 50 million students from kindergarten through 12th grade using technology.

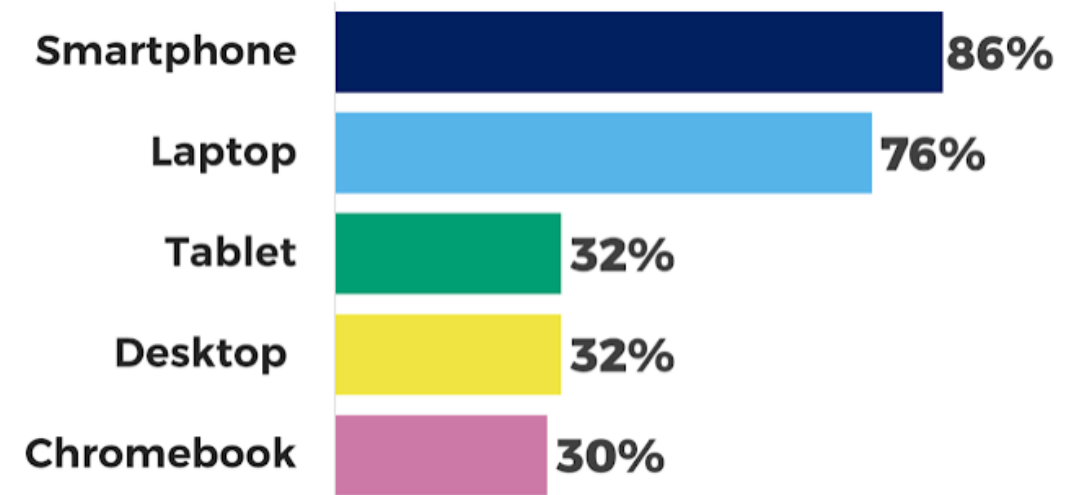
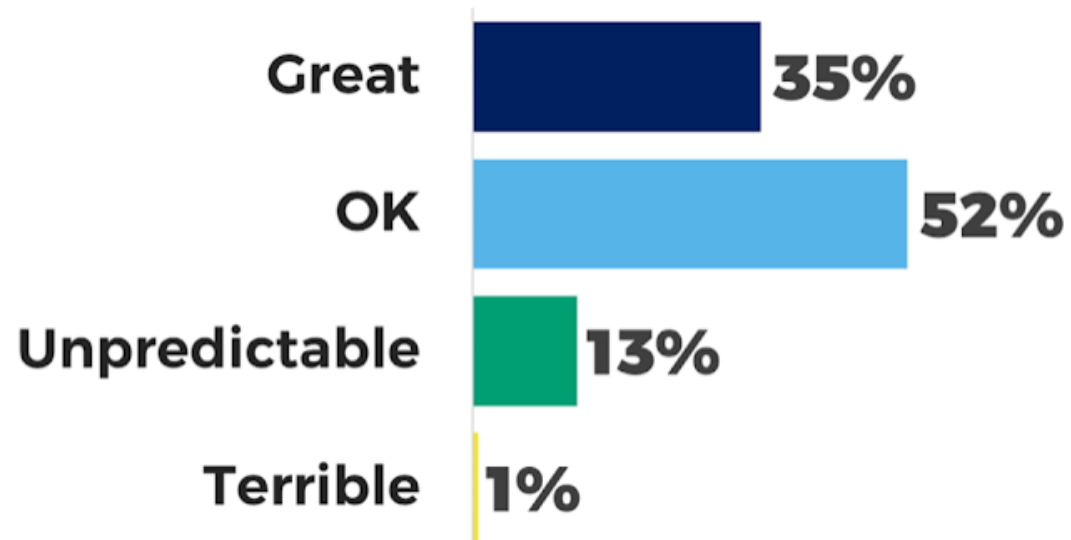
The problems began piling up almost immediately. There were students with no computers or internet access. Teachers had no experience with remote learning. And many parents weren't available to help.

In many places, lots of students simply didn't show up online, and administrators had no good way to find out why not. Soon many districts weren't requiring students to do any work at all, increasing the risk that millions of students would have big gaps in their learning.

"We all know there's no substitute for learning in a school setting, and many students are struggling and falling far behind where they should be," said Austin Beutner, superintendent of the Los Angeles Unified School District, in a video briefing to the community on Wednesday.

The Results Are In for Remote Learning: It Didn't Work

March 2020: 13,000 ACT
Student Survey Responses
INTERNET and One Device—MUST be aware of underserved



QUESTIONS?

- ACT National Curriculum Survey 2020 Release – August
- <http://www.act.org/content/act/en/research/reports/act-publications/national-curriculum-survey.html>
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