

NGSS NOW

10 things you need to know about the NGSS this month (and a  Science fact)



November 2014

1 NGSS EQulP Rubric Update

The [NGSS EQulP Rubric](#) has been revised: Based on suggestions from the rubric's users (including teachers and district leaders), the authors of the rubric have made some changes to make it clearer and easier to use. Find the updated rubric and the list of changes [here](#).



2 Standard of the Month

[K-LS1-1](#): Use observations to describe patterns of what plants and animals (including humans) need to survive.

For a more in-depth look at this kindergarten life science NGSS performance expectation and to search for others, we encourage you to go [here](#). Need more context? See where these ideas are introduced in [A Framework for K-12 Science Education](#) (page 147).

3 Featured Resource

Looking for tools to help in the transition to implementing the NGSS? You might find the new [STEM Teaching Tools practice briefs](#) to be helpful. You can also follow them on Twitter - [@STEMTeachTools](#).



4 QUESTION OF THE MONTH

Q: What information can you provide me with about science assessments and the development of NGSS-aligned assessments? What states or organizations are working on their development?

A: Decisions about assessments are up to each individual state and district, so you might

consider contacting your state department of education for details about their plans. While some states have not yet made decisions about upcoming science assessments, it is likely that when assessment decisions are made, they will draw on recommendations from the recent [NGSS assessment report](#) from the National Research Council. For now, however, the focus in most NGSS adopter states is on planning strategically for classroom implementation - not on large scale assessments.

5

[New standards a new challenge for science teachers](#)

by Peter Matthews
Kentucky Teacher, Oct. 21, 2014

"For Kentucky science teachers, the hard work of implementing the new Kentucky Core Academic Standards for Science means a chance to give students a deeper understanding of scientific concepts and what scientists do."

6

["Deeper Learning" improves student outcomes. But what is it?](#)

by Alexandria Neason
The Hechinger Report, Oct. 6, 2014

"...a new report published by the American Institutes for Research (AIR) has identified a school reform with proven results in boosting student achievement, and not only on tests."

NGSS in the News



**SCIENCE
FUN FACT**

The collective movement of tiny sea monkeys [creates water currents](#).

Read the laboratory study [here](#). This phenomenon is a great connection to the crosscutting concept of scale, proportion, and quantity - specifically the element of: "The significance of a phenomenon is dependent on the scale, proportion, and quantity at which it occurs. In this particular case, the fact that "sea monkeys" swim to the surface when it is dark to get food becomes much more significant when many of them do so at the same time. Their combined movement is what these scientists believe could affect ocean currents.

7 Key Message for the Science Education Community

There have been many questions about the creation of assessments aligned to the NGSS (see recommendations and resources above) that reflect important concerns about the need to create valid and reliable assessments. Before turning too much attention to large-scale assessment, it is crucial that we give the necessary time and attention to the other components of strong NGSS implementation.

The focus for states right now is on building capacity of educators to understand the NGSS and how it transitions to classrooms. At this time, many states are starting to do this by introducing the [Framework](#) and the standards to district leaders and teachers, beginning professional development trainings, and working to develop or locate aligned instructional materials. The transition these states, districts, and teachers are undertaking requires a lot of time and intense dedication from a variety of stakeholders, which is why it is important to first build capacity to implement the NGSS and then build aligned assessments. Ultimately, large scale NGSS assessments will not be meaningful unless NGSS implementation has been supported.

Opinion

8 [STEM efforts in Washington State connect schools and employers](#)

by Jeff Charbonneau
Yakima Herald-Republic, Oct. 5, 2014

"We know Washington students need greater science, technology, engineering, and math skills to be successful as they enter college and the workforce. And we know that businesses around our state can't find enough of the workers they need to grow and prosper."



9 [STEM education now for all Alaska students](#)

by Mike Fenster
Alaska Dispatch News, Oct. 16, 2014

"Science! Technology! Engineering! Mathematics! Some people want to look the other way with just the thought of the complexity of these subjects. Others jump into them headfirst."



10 Internship Opportunity

Interested in working with Achieve's Science Team? Find information about an internship opportunity [here](#).



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