Asia Society Performance Outcomes and the Common Core State Standards: Areas of Greatest Alignment in ELA

The purpose of the Common Core State Standards (CCSS) crosswalk analyses was to understand ways in which the Asia Society Performance Outcomes for English/Language Arts (ELA) relate to the Common Core State Standards English/Language Arts Anchor Standards. The methodology employed for this study allowed reviewers to consider the ways in which the Asia Society Performance Outcomes (ASPO) may be present when the content knowledge described by the CCSS is taught and learned.

Each relationship "intersection" was coded into one of four potential categories (see Table 1). The categories suggest the intensity and depth of the connection between each Asia Society Performance Outcomes and each CCSS included in the crosswalk. The categories consider degree of alignment, whether the CCSS builds upon and is enhanced by the Asia Society Performance Outcomes, and the degree to which the Asia Society Performance Outcomes is a necessary or important factor in teaching the CCSS.

Students who master the Asia Society global competencies in English Language Arts would be expected to significantly increase mastery of the Common Core State Standards.

All CCSS ELA Anchor Standards are related to at least two domains of the ELA Asia Society Performance Outcomes. These relationships have different levels of intensity as indicated by the coding categories employed, but there is no CCSS content that does not relate to the Asia Society Performance Outcomes. In general, the nature of the relationship is complementary. Students who master the Asia Society's global competencies in ELA would be expected to significantly increase mastery of the CCSS. Conversely, students who master the CCSS ELA Anchor Standards would be better prepared to master the ELA Asia Society Performance Outcomes.

Overall, the study finds that the Asia Society Performance Outcomes do relate to the Common Core State Standards. This study also reveals the absence of global competence considerations in the CCSS. This absence emphasizes the added value that the Asia Society global competence framework. The primary difference between the two standard systems is in the Take Action dimension of the Asia Society Performance Outcomes. Overall, the CCSS inconsistently address the ability of students to reflect on their learning and to develop a position of advocacy or action. Lower levels of alignment with the Take Action dimension reinforce the primary distinction between the Asia Society Performance Outcomes and the CCSS. The former focuses on creating globally competent adults able to take action to address global issues. The latter focuses on creating high school graduates able to succeed in credit bearing entry-level college coursework. This study indicates that the knowledge and skills necessary for college and career success are addressed by the Asia Society Performance Outcomes, but the Asia Society Performance Outcomes add an activist dimension not present in the CCSS.

This study indicates that the knowledge and skills necessary for college and career success are addressed by the Asia Society Performance Outcomes (ASPO), but the ASPO add an activist dimension not present in the Common Core State Standards.

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A crosswalk is a means to examine relationships by arraying two sets of statements in a matrix format and then examining the intersection of each element of each statement in a unique cell. The relationship represented by that cell is then coded based on a system designed to produce insight into how two sets of statements interact with one another. Table 1 explains the coding system used for this investigation

Table 1: ASPO/CCSS Crosswalk Codes

Code	Description
4	There is a direct alignment between the ASPO statement and the CCSS; mastery of the CCSS requires the ASPO
3	There is a partial direct match between the ASPO and the CCSS; mastery of the CCSS requires the ASPO, but the ASPO alone is not sufficient for mastery of the CCSS
2	Mastery on the CCSS does not require the ASPO, although possessing the ASPO is expected to significantly increase mastery of the CCSS
1	The ASPO would be expected to be found when the CCSS was taught or learned
	The ASPO may or may not be expected to be found when the CCSS was taught or learned

ASPO = Asia Society Performance Outcomes
CCSS = Common Core State Standards

The crosswalks on the following pages represent the ASPO dimensions' alignment to the Common Core State Standards English Language Arts Anchor Standards

Table 2: Crosswalk of Asia Society English Language Arts Performance Outcomes to Common Core State Standards for ELA: Reading

Asia Society English Language Arts Performance Outcomes	Common Core Reading Anchor Standards									
	Key Ideas and Details			Craft and Structure			Integration of Knowledge and Ideas			Range of Reading and Level of Text Complexity
	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	6. Assess how point of view or purpose shapes the content and style of a text.	7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. *	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	10. Read and comprehend complex literary and informational texts independently and proficiently.
Investigate the World Overall* Students investigate the world's complex and significant issues and ideas.	3	3	3	1	1	3	1	3	1	3
Recognize Perspectives Overall* Students understand that an issue may be viewed from divers perspectives, reflecting different values and cultures.	1	1	1	1		4	1	1	3	1
Communicate Ideas Overall* Students organize and structure ideas when communicating with a variety of audiences.										
Take Action Overall** Students reflect on their learning and develop a position of advocacy or action.	3	1	1							

* Overall rating is holistic for the dimension, and not a summation of individual standards within that dimension.

** The CCSS inconsistently address the ability of students to reflect on their learning and to develop a position of advocacy or action. Lower levels of alignment with the Take Action dimension reinforce the primary distinction between the ASPO and the CCSS.

TabTable 2: Crosswalk of Asia Society ELA Performance Outcomes to Common Core State Standards for ELA: Speaking and Listening

Asia Society English Language Arts Performance Outcomes	Common Core Speaking and Listening Anchor Standards					
	Comprehension and Collaboration			Presentation of Knowledge and Ideas		
	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Investigate the World Overall* Students investigate the world's complex and significant issues and ideas.	2	3	3	2	3	2
Recognize Perspectives Overall* Students understand that an issue may be viewed from divers perspectives, reflecting different values and cultures.	3	3	3	1	1	2
Communicate Ideas Students organize and structure ideas when communicating with a variety of audiences.	3	1		4	1	2
Take Action Overall** Students reflect on their learning and develop a position of advocacy or action.	1					

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Table 4: Crosswalk of Asia Society ELA Performance Outcomes to Common Core State Standards for ELA: Writing

Asia Society English Language Arts Performance Outcomes	Common Core Writing Anchor Standards									
	Text Types and Purposes*			Production and Distribution of Writing			Research to Build and Present Knowledge			Range of Writing
	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Investigate the World Overall* Students investigate the world's complex and significant issues and ideas.	3	1	2	3	1	1	3	2	3	2
Recognize Perspectives Overall* Students understand that an issue may be viewed from divers perspectives, reflecting different values and cultures.	3	1	2	3	1	3	3	3	1	1
Communicate Ideas Overall* Students organize and structure ideas when communicating with a variety of audiences.	3	3	1	4	1	1	3	3	1	3
Take Action Overall** Students reflect on their learning and develop a position of advocacy or action.	3						1			

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Table 5: Crosswalk of Asia Society ELA Performance Outcomes to Common Core State Standards for ELA: Language

Asia Society English Language Arts Performance Outcomes	Common Core Language Anchor Standards					
	Standard Conventions of English			Vocabulary Acquisition and Use		
	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Investigate the World Overall* Students investigate the world's complex and significant issues and ideas.	1	1	1	1	1	1
Recognize Perspectives Overall* Students understand that an issue may be viewed from divers perspectives, reflecting different values and cultures.	1	1	3	1	1	1
Communicate Ideas Overall* Students organize and structure ideas when communicating with a variety of audiences.	1	1			1	1
Take Action Overall** Students reflect on their learning and develop a position of advocacy or action.						

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