



# The New Illinois Learning Standards

*Incorporating the Common Core*

 **Realizing Illinois**

*Our Students. . . Prepared for success after high school*

*Our Promise. . . Leadership, Advocacy, & Support*

*Our Future... Strong communities, competitive workforce*

# Illinois Learning Standards

The Illinois State Board of Education adopted new Math and ELA standards for K-12 education aligned to college and career readiness.



**Illinois State Board of Education**

## **Agency Goal #1:**

***Every student will demonstrate academic achievement and be prepared for success after high school.***



# Why are a Common Set of Standards Important?

- **Preparation:** These standards are designed for students to be college and career ready upon completing secondary education.
- **Quality:** Teachers are given more flexibility to teach standards in depth and across disciplines that can be tailored to fit the students needs.
- **Skilled Workforce:** These standards emphasize skills and application, in addition to content, to prepare students for working in the current workforce.

# Why are a Common Set of Standards Important?



- **Clarity:** The standards are designed to help teachers, students, and parents understand what is expected of them to be ready to enter the workforce or college.
- **Consistency:** These standards will level the playing field so all students will be held to the same rigorous expectations.
- **Global Society:** The standards are internationally benchmarked to high performing countries to help our students succeed in a global economy.

# Common Core State Standards Evidence Based

For example: Standards from individual high-performing countries and provinces were used to inform content, structure, and language. Writing teams looked for examples of rigor, coherence, and progressions.

## **Mathematics**

1. *Belgium (Flemish)*
2. *Canada (Alberta)*
3. *China*
4. *Chinese Taipei*
5. *England*
6. *Finland*
7. *Hong Kong*
8. *India*
9. *Ireland*
10. *Japan*
11. *Korea*
12. *Singapore*

## **1. English language arts**

2. *Australia*
  1. *New South Wales*
  2. *Victoria*
3. *Canada*
  1. *Alberta*
  2. *British Columbia*
  3. *Ontario*
4. *England*
5. *Finland*
6. *Hong Kong*
7. *Ireland*
8. *Singapore*

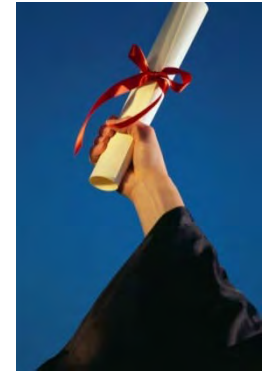


# **What does *College and Career Ready* Mean?**

The College and Career Ready descriptions are not standards themselves but instead offer a portrait of students who meet the new standards.



# What are College and Career Readiness Skills?



- They demonstrate independence.
- They build strong content knowledge.
- They respond to varying demands of audience, task, purpose discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

# Overview of the **K-12 ELA Standards**

- The K-12 ELA standards are benchmarked to College and Career Readiness Anchor Standards.
- K-8 standards are listed by grade level.
- Standards in grades 9-12 are listed in two year bands to allow flexibility in course design.
- The standards are separated into four strands: *Reading, Writing, Speaking and Listening.*



# What do the new ELA standards look like in their final form?

## Speaking and Listening Standards K-5

SL

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Kindergartners:	Grade 1 students:	Grade 2 students:
<b>Comprehension and Collaboration</b>		
<ol style="list-style-type: none"><li>1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.<ol style="list-style-type: none"><li>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li><li>b. Continue a conversation through multiple exchanges.</li></ol></li></ol>	<ol style="list-style-type: none"><li>1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.<ol style="list-style-type: none"><li>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li><li>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li><li>c. Ask questions to clear up any confusion about the topics and texts under discussion.</li></ol></li></ol>	<ol style="list-style-type: none"><li>1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.<ol style="list-style-type: none"><li>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li><li>b. Build on others' talk in conversations by linking their comments to the remarks of others.</li><li>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</li></ol></li></ol>
<ol style="list-style-type: none"><li>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</li></ol>	<ol style="list-style-type: none"><li>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li></ol>	<ol style="list-style-type: none"><li>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li></ol>
<ol style="list-style-type: none"><li>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li></ol>	<ol style="list-style-type: none"><li>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</li></ol>	<ol style="list-style-type: none"><li>3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</li></ol>

# What are some key points regarding the ELA Standards?



- Text complexity addressed at each level
- Balance of literature and informational texts
- Direct link to college and work readiness
- Literacy standards for science/technical and history/social studies

CCSSO content analysis of the new common core standards

# What are some key points regarding the ELA Standards?



- Clear vertical progressions across grades
- Emphasis on writing, writing applications, and presentation
- Anchor standards established for college and career readiness in reading, writing, language, and speaking and listening, with anchors for each grade level

CCSSO content analysis of the new common core standards

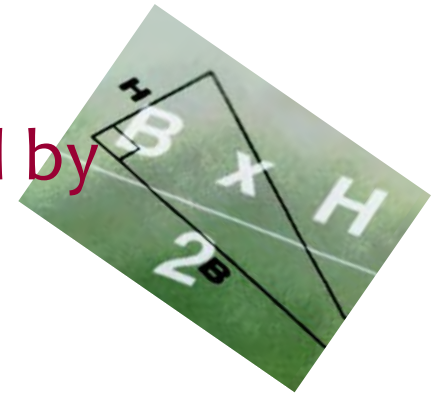
# Take Note of Appendices



- **Appendix A** provides definitions of key writing types
- **Appendix B** includes text exemplars and sample performance tasks
- **Appendix C** includes student writing samples at various grade levels.

# Overview of Math Standards

The K-8 Math Standards are organized by **Domain, Clusters, and Standards.**



- **Domain:** Overarching ideas that connect topics across the grade levels.
- **Clusters:** Demonstrate the grade by grade progression of task complexity.
- **Standards:** Define what a student should be able to know and do at that grade level.

# Math Standards are Organized Differently

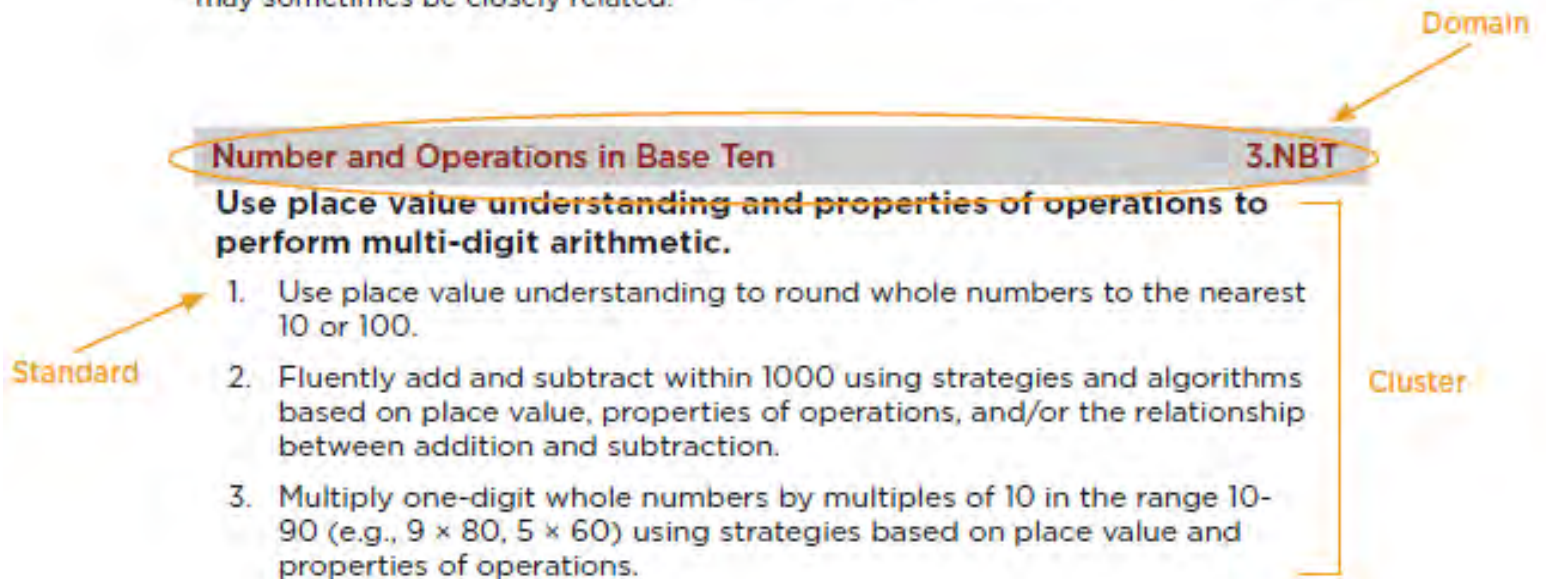


## How to read the grade level standards

**Standards** define what students should understand and be able to do.

**Clusters** are groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject.

**Domains** are larger groups of related standards. Standards from different domains may sometimes be closely related.





# Math Practices

1. Make sense of problems and persevere in solving them.
  - Persevere until problem is solved
  - Be able to explain how they solved a problem
2. Reason abstractly and quantitatively.
  - To abstract a given situation and represent it symbolically and manipulate the representing symbols



# Math Practices

3. Construct viable arguments and critique the reasoning of others.
  - Be able to understand and use stated assumptions, definitions, and previously established results in constructing arguments
4. Model with mathematics.
  - Solve problems arising in everyday life, society and the workplace using tables, graphs, flowcharts, etc.



# Math Practices

5. Use appropriate tools strategically.
  - Consider available tools to use to solve a problem such as pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, dynamic geometry software, etc.



# Math Practices

6. Attend to precision.
  - Communicate precisely to others, use clear definitions in discussion and in their own reasoning.
7. Look for and make use of structure.
  - Look closely to discern a pattern or structure



# Math Practices

8. Look for and express regularity in repeated reasoning.
  - Notice if calculations are repeated, and look both for general methods and for shortcuts, attending to details, and continually evaluate the reasonableness of their intermediate results.

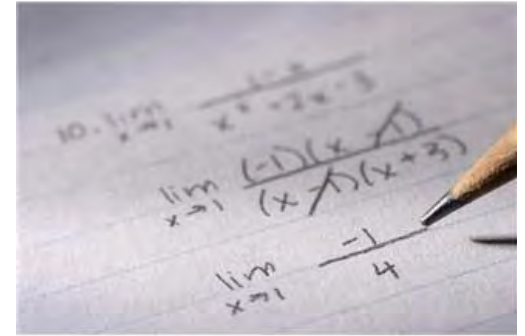
# Target of the Math standards is **college and career readiness for all students**

- Focus in early grades on number and numeration and the relationship to operations to build a solid foundation in math
- Establish key concepts leading to basic algebraic readiness by eighth grade
- Develop geometric concepts in the middle grades



CCSSO content analysis of the new common core standards

# Target of the Math standards is college and career readiness for all students



- High school math focus on *using* math and solving messy problems, similar to what students would see in the real world
- Problem-solving and communication emphasized
- Mathematical practices are recommended which cut across learning K-12



# Resource

- Mentoring Minds
  - [Mentoringminds.com](http://Mentoringminds.com)
- Flip Charts
  - K-12 Math
  - K-12 ELA
  - 6-8 Math
  - 6-8 ELA
  - K-5 ELA and Math together

# What are teachers saying will be helpful as the **transition to new standards** takes place?



- Leadership in administration
- Continuous flow of information about the new standards and implementation
- A listserv and FAQs
- Guidance on the timeline of local adoption

*Comments from teachers who participated in the gap analysis.*



## What are the teachers saying **will be challenging?**

- Reassessing current curriculum, making sure it is skill based
- Teachers need to be informed about the standards. Many teachers do not know about them or if they do, they have not looked at them.
- Changing current reading and math programs that are aligned to the new standards

*Comments from teachers who participated in the gap analysis.*

# What about Assessment?

- No changes will be in place for 2011 Spring ISAT and PSAE assessments.
- Illinois is part of a **26-state** consortium on assessment (PARCC) focused on developing a richer more authentic evaluation of student learning.



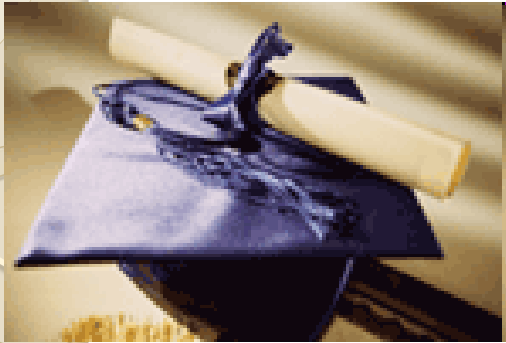
# What is PARCC?



The Partnership for the Assessment of Readiness for College and Careers (PARCC or Partnership) was awarded funding for the development of a K-12 assessment system aligned to the Common Core State Standards in English language arts and mathematics.

<http://www.parcconline.org/>

Sign up for informational bulletins from PARCC



**The goal of PARCC** is to create an assessment system that will help states dramatically increase the number of students who graduate high school ready for college and careers and provide students, parents, teachers and policymakers with the tools they need to help students – from grade three through high school – stay on track and graduate prepared.



# What is the impact of participation in PARCC?

- States in PARCC will adopt common assessments and performance standards.
- The Partnership's assessment system will be *anchored in college and career readiness*.
- Students will take parts of the assessment at key times during the school year, closer to when they learn the material.

# What will the new assessment look like?

- PARCC assessments will be computer based.
- PARCC assessments will include sophisticated items and performance tasks to measure the standards more effectively.



# Assessment System Design

- **More Meaningful Standards:** consistent across states, clear to the public and on track for college
- **Higher Quality Tests:** assessments will include performance tasks to measure critical thinking, strategic problem solving, research and writing.
- **Through-Course Testing:** Students will take parts of the assessment at key times during the school year, closer to when they learn the material.

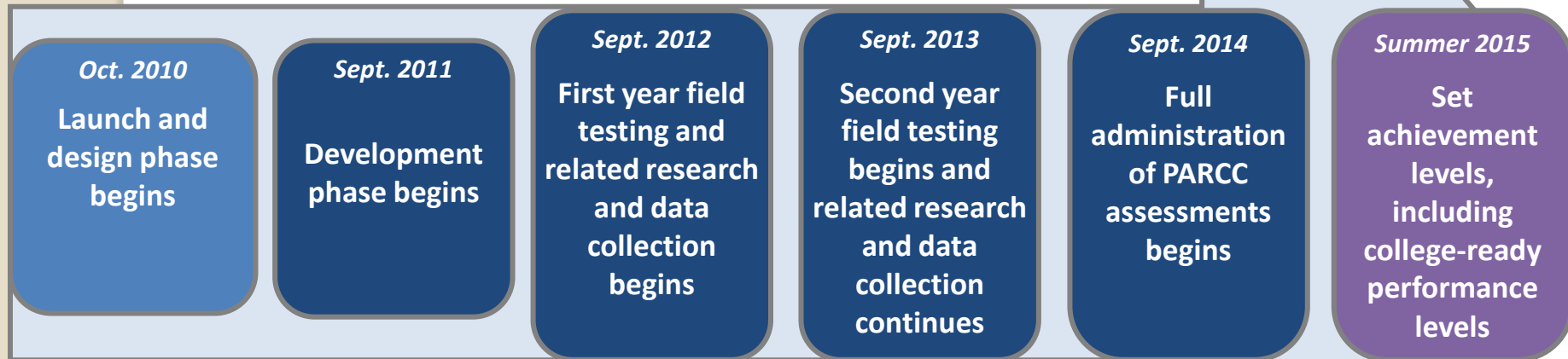


# Assessment System Design

- **Maximize Technology:** PARCC assessments in most grades will be computer based.
- **Cross-State Comparability:** States in PARCC will adopt common assessments and common performance standards.



# PARCC Timeline





# *Evolution not a revolution*

- The transition process should begin with local review and discussion
- No changes will be in place for 2011 Spring ISAT and PSAE assessments.
- New assessment system in place 2014-2015.

# What we know:

- The transition to full implementation **will take time** and planning.
- This school year should focus on communication, examining the new standards and local planning discussions.

*Evolution not a Revolution*



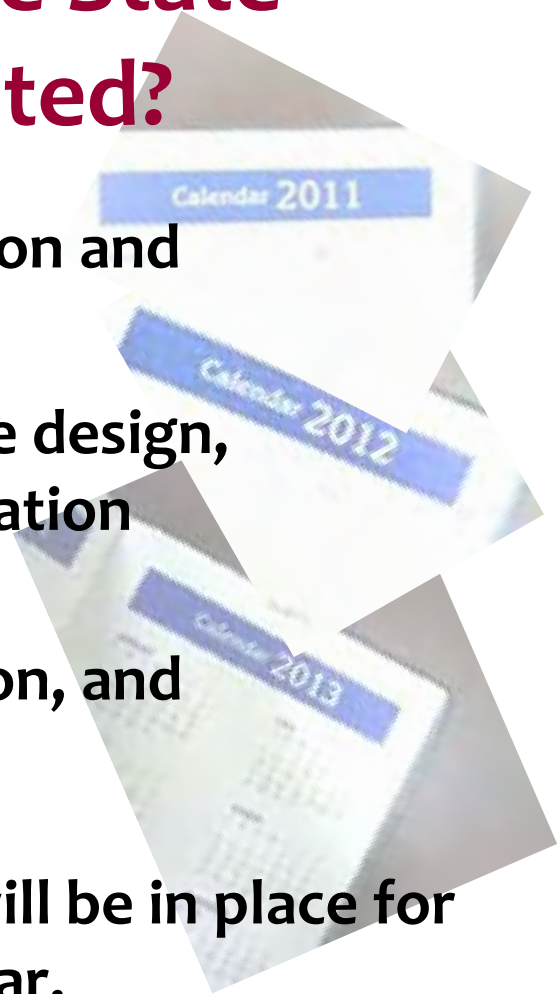
# How will the Common Core State Standards be Implemented?

**Phase I:** Awareness, Communication and Planning.

**Phase II:** Communication, Resource design, and Design of Implementation System.

**Phase III:** Transition, Implementation, and Technical Assistance.

A new statewide assessment system will be in place for the 2014(fall) – 2015 (spring) school year.



# What does Phase I look like at the local level?



familiarity with new standards  
planning & discussion with staff  
gathering input from teachers  
informing local leaders and boards

## Phase I: Communication & Information

# **New standards provide opportunity**

- Unified approach – Expectations at every grade level
- Multiple assessments to gauge performance
- Greater specificity for teachers
- Guidance to ensure instruction supports student learning



# Transformation takes time



*The more sand that has escaped from the hourglass of our life, the clearer we should see through it.*

*-Jean Paul*

# What work is underway?

- ❖ Details regarding Assessment
- ❖ Teacher developed activities based on the Gap analysis
- ❖ Grade by grade report from gap analysis
- ❖ Summer 2011 professional development opportunities



# What We Know:

- This is about **changing instruction.**
- Teaching and assessing will look different.
- We have to **raise expectations** for all kids.



# What We Know:

- Common Core should be fully implemented in SY2013-14
- New standards for Science and Social Studies are underway.



# What We **Don't** Know (at least not yet)



- How will the new assessment be used for school accountability and the evaluation of teacher/principal effectiveness?
- How will the new assessments accommodate English Language learners or students with disabilities?
- How will ESEA reauthorization define growth? multiple measures?



## Anticipated Outcome:

By the end of the 2011-2012 school year, every district should have a transition plan in place that includes:

- review of curriculum and plan for any changes;
- a plan to address instructional needs;
- a needs assessment based on local analysis;
- a professional development plan addressing the needs of staff;
- alignment to current school improvement efforts; and
- identification of anticipated support based on data and teacher input.



# What is underway?

## *Collaborative Efforts*

- **Teacher Teams**
- **Standards Based Committee**
- **Student Standards Work Group**
- **Collaborating with associations to coordinate Professional Development**
- **PTA**
- **Ongoing planning with IBHE/ICCB**

# What resources will be available?

➤ **Content Frameworks** aligned to common core;  
Publisher Criteria for ELA

➤ Exemplars of texts and writing (in addition to the appendices)

➤ Rubrics for text complexity and writing

➤ A **scope and sequence** of the standards that provides guidance on how to chunk key topics quarterly, for each grade

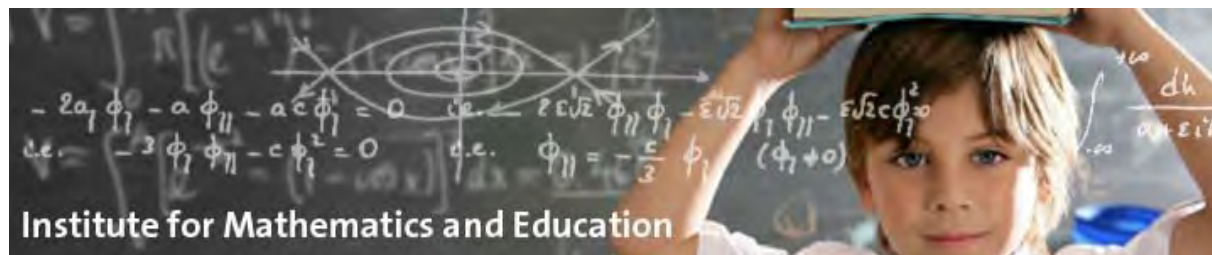
➤ Math Progressions Project will publish complete progression document **\*\*AVAILABLE IN DRAFT FORM**



summer

# Illustrative Mathematics Project

<http://math.arizona.edu/~ime/index.html>



## Progressions Documents for Math Standards

The Common Core State Standards in mathematics were built on progressions: narrative documents describing the progression of a topic across a number of grade levels, informed both by research on children's cognitive development and by the logical structure of mathematics.

[Draft K–5 Progression on Number and Operations in Base Ten](#)

[Draft K–2 Progression on Counting and Cardinality and Operations and Algebraic Thinking](#)

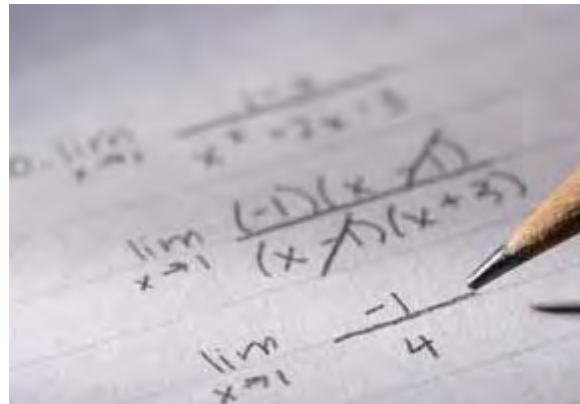
[Draft 6–8 Progression on Expressions and Equations](#)

# Resources

## A Common Core State Standards mathematics curriculum analysis tool.

This tool is comprised of a review framework for states or districts to use to guide local decision-making in selecting curriculum resources and textbooks. Dr. Bush has also created a PowerPoint to offer professional development to those who wish to use the analysis tool.

- o CCSSM Curriculum Analysis Tool - <http://goo.gl/m6kli>
- o Professional Development PowerPoint - <http://goo.gl/4Vhkl>







## For Additional Information Visit

[http://www.isbe.net/common\\_core/](http://www.isbe.net/common_core/)

# Realizing Illinois

*Our Students. . .Prepared for success after high school*

*Our Promise. . .Leadership, Advocacy, & Support*

*Our Future...Strong communities, competitive workforce*



# Questions

