Indiana Academic Standards and the Indiana Common Core: What Does the Legislative Pause on Common Core Mean for Schools and What Should I Be Telling My Teachers?

Presented by Schauna Findlay, Ph.D. Schauna.Findlay@gmail.com
Overview

- Required actions of HEA 1427 and the results of that work to date;
- IDOE Interim Guidance and resources provided which detail what content will be assessed on the 2014 ISTEP+ this spring;
- Additional testing required by USDOE for 2014-15;
- Comparisons of ISTEP+, PARCC, and Smarter Balanced Sample Items which illustrate the need for teachers to adjust instructional practices;
- Breaking News for high schools—New Interim Guidance on CCR Assessment and remediation requirements from HEA 1005;
- What steps have already been taken by schools who are committed to leading their schools in the implementation of college- and career-readiness standards
What does the HEA 1427 Pause Mean?

- House Enrolled Act 1427 prevents the State Board of Education from taking further actions to implement, or direct the IDOE to implement, CCSS until it conducts a comprehensive evaluation of the standards.
Review Timeline
May 15, 2013 and July 1, 2014

- **5/15/2013**: State Board of Education may take no further action to implement standards until evaluation is complete.

- **7/1/2013**: Office of Management and Budget must provide an opinion concerning the fiscal impact to implement or discontinue CCSS.

- **9/1/2013**: Department of Education must provide a written evaluation of the common core state standards (CCSS) to various officials.

- **11/1/2013**: Legislative committee must study issues and hold three public meetings. Not later than 11/1/13, it must submit a final report to the State Board.

- **7/1/2014**: Before 7/1/14 the State Board must hold three public meetings, adopt and implement college & career readiness standards that are aligned with postsecondary educational expectations.
HEA 1427

- HEA 1427 interrupts the CCSS transition timeline.
- For the 2013-2014 school year, 2\textsuperscript{nd} grade students should be taught Indiana Academic Standards as well as the CCSS in English/Language Arts and mathematics because students must be prepared to take the ISTEP+ exam based on both sets of standards in grade 3.
- Per HEA 1427, ISTEP+ remains in place through the 2014-15 school year. The exam will continue to include test items on BOTH sets of standards.
- Expect the level of rigor and text complexity to continue to increase each year.
### Updated Standards and Assessment Guidance for 2013-14

<table>
<thead>
<tr>
<th>Grade</th>
<th>Standards</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>CCSS Only: ELA &amp; Math</td>
<td></td>
</tr>
<tr>
<td>1</td>
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<td></td>
</tr>
<tr>
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<td>IAS &amp; CCSS: ELA &amp; Math</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>IAS &amp; CCSS: ELA &amp; Math</td>
<td>ISTEP+ or IMAST or ISTAR: IREAD-3</td>
</tr>
<tr>
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<td>IAS &amp; CCSS: ELA &amp; Math</td>
<td>ISTEP+ or IMAST or ISTAR: IREAD-3</td>
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<td>5</td>
<td>IAS &amp; CCSS: ELA &amp; Math</td>
<td>Retest for students who did not pass the previous year</td>
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<table>
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<tr>
<th>Middle</th>
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<th>IAS &amp; CCSS: Literacy Standards in History/SS, Science, and Technical Subjects</th>
<th>(STEP+ or IMAST or ISTAR: End of Course Assessment for students enrolled in Algebra I*)</th>
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| 9     | IAS & CCSS: ELA & Math  
IAS & CCSS: Literacy Standards in History/SS, Science, and Technical Subjects | End of Course Assessments for students enrolled in the following courses: Algebra I, English 10, Biology 1* |
| 10    | IAS & CCSS: ELA & Math  
IAS & CCSS: Literacy Standards in History/SS, Science, and Technical Subjects | iSTAR or End of Course Assessments for students enrolled in the following courses: Algebra I, English 10, Biology 1* |
| 11    | IAS &/or CCSS: ELA  
IAS & CCSS: Math  
IAS & CCSS: Literacy Standards in History/SS, Science, and Technical Subjects | End of Course Assessments for students enrolled in the following courses: Algebra I, English 10, Biology 1* |
| 12    | IAS &/or CCSS: ELA  
IAS & CCSS: Math  
IAS & CCSS: Literacy Standards in History/SS, Science, and Technical Subjects | End of Course Assessments for students enrolled in the following courses: Algebra I, English 10, Biology 1* |
Grade-by-grade guidance for E/LA and mathematics can be found on the IDOE’s website at

http://www.doe.in.gov/achievement/curriculum/resources-implementing-indianas-common-core-standards

Instructional guidance from the IDOE once approved by the State Board will continue to be provided.
Preparing for the Next Generation Assessments

- Today, there are two viable options being developed which meet NCLB criteria, PARCC and Smarter Balanced.
- 1427 requires us not to participate in assessment consortia . . .
- ACT is hoping to have an approved CCSS assessment.
- We should expect a new Indiana assessment in 2015-16.
- However, our federal NCLB waiver requires us to administer a CCR test in 2014-15; we can’t use just ISTEP+ in 2014-15.
The current high school indicators accepted by the State Board of Education being used for college and career readiness are ECA/GQE and PSAT scores.

ECA/GQE do not meet the expectations of our NCLB waiver as college- and career-readiness assessments.

At this time of interim study, the readiness exam available to schools will be the ACCUPLACER.
Additional Interim Guidance Approved 11/13/13

Why did the 2013-14 Interim Guidance Change?

- During the September 25, 2013 Education Roundtable Meeting, Representative Robert Behning expressed a need for revision to interim guidance and then echoed that sentiment in a letter from himself and Representative Clere to the State Board of Education.
- The request was that the State Board of Education approve a revision to the adopted interim guidance to expand the cohort group of current students who may be eligible for a diagnostic assessment to assist schools in identifying students likely to benefit from remediation efforts.
PL268-2013 (HEA1005) established requirements for early identification and intervention for students who are likely to require remediation in postsecondary education or require a waiver to graduate from high school.

The law directs high schools to give certain students a college- and career-readiness exam ("readiness exam") and to provide additional instruction and support for students who do not demonstrate readiness ("support program").
The purpose of this exam is to gain further student-specific diagnostic information that may be used to guide remediation and intervention efforts.

A student may be waived from this additional diagnostic assessment if the school has already identified the need for early intervention through the lack of progression toward fulfillment of the student’s graduation plan evidenced by a score of Did Not Pass on Algebra I or English End-of-Course Assessment (ECAs) (IC20-30-4-6) and has placed the students in remediation and has data to support that the student is on target for fulfillment of the graduation plan and readiness for college-and-career.

ACCUPLACER will be used as the readiness exam.
# Students Required to participate in ACCUPLACER

<table>
<thead>
<tr>
<th>Students</th>
<th>PSAT Performance</th>
<th>ECA Performance*</th>
<th>Participate in Diagnostic Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Seniors (2013-14 only)</td>
<td>Score ≤ 46 OR</td>
<td>Score Did Not Pass 3 times</td>
<td>Local Decision with input from parent &amp; student</td>
</tr>
<tr>
<td>Current Juniors</td>
<td>Score ≤ 46 OR</td>
<td>Score Did Not Pass 2 times</td>
<td>Yes</td>
</tr>
<tr>
<td>Current Sophomores</td>
<td>Score ≤ 46 OR</td>
<td>Score Did Not Pass 1 time</td>
<td>Yes</td>
</tr>
<tr>
<td>Non-Diploma Track Students</td>
<td>Not Applicable</td>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>
When should the readiness exam be administered?

- During the interim guidance period, the readiness exam will be given in the winter term of the 2013-2014 school year.
- Therefore, intervention efforts could begin in the spring semester of the 2013-14 school year and continue into the school year 2014-15.
On-going family communication is imperative.

It is set forth as a requirement in IC20-30-4-6 that a meeting with the parent or guardian of a student who is not progressing toward fulfillment of the student’s graduation plan due to not passing an ECA/GQE must be held.

This meeting is to occur with a counselor, parents, and teacher of the subject for which the student did not pass the ECA/GQE to discuss available remediation and create a plan to meet the graduation requirements and college-and-career readiness.

This meeting should also allow for time to discuss the student results on the diagnostic assessment, if available, as well as, and the school’s plan for remediation.
Each school must designate personnel who will make a determination to assess a student for additional instruction or remediation.

The official who makes the determination must follow the indicators listed in the previous table when making the determination.

The Department of Education recommends that this person be the same person selected to attend diagnostic assessment training.

- The training will be offered in January and/or February of 2014.
Study PARCC assessment items
  - http://parcconline.org/samples/item-task-prototypes

Study Smarter Balanced Assessment Items

Study New York and Other RTTT States’ Items
Determine the central idea in Sexton’s poem, as well as specific details that help develop that idea over the course of the poem. From the list of possible central ideas, drag the best statement to the “Central Idea” box in the table. Then drag and drop into the table **three** supporting details in order to show how that idea is developed over the course of the poem.

<table>
<thead>
<tr>
<th>Possible Central Ideas</th>
<th>Possible Supporting Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Individuals who take unusual paths in life may regret their choices later.</td>
<td>5) “Consider Icarus, pasting those sticky wings on,” (line 1)</td>
</tr>
<tr>
<td>2) Protective parents keep their children from learning important life lessons.</td>
<td>6) “...think of that first flawless moment over the lawn / of the labyrinth. Think of the difference it made!” (lines 3-4)*</td>
</tr>
<tr>
<td>3) Risk-takers are admirable people because they are most likely to experience the highs and lows of life.*</td>
<td>7) “...here are the shocked starlings pumping past” (line 6)</td>
</tr>
<tr>
<td>4) People who follow society’s rules are most likely to have productive futures.</td>
<td>8) “Larger than a sail, over the fog and the blast / of the plushy ocean, he goes....” (lines 8-9)</td>
</tr>
<tr>
<td></td>
<td>9) “...see how casually/ he glances up and is caught,...” (lines 8-9)</td>
</tr>
<tr>
<td></td>
<td>10) “...Who cares that he fell back to the sea?” (line 12)*</td>
</tr>
<tr>
<td></td>
<td>11) “See him acclaiming the sun and come plunging down” (line 13)*</td>
</tr>
</tbody>
</table>
What detail from the text supports the idea that “your electronic footprint” is important to your future employment?

A. Most ads for employment are now found on the World Wide Web.
B. Employers will often ask for access to your social networking site.
C. Employers often use the Internet to search for information on job applicants.
D. Computers and the Internet have become the most popular mode of communication.
ISTEP+ SAMPLE ITEM
WRITING APPLICATIONS

Your school was granted money to buy new technology for classrooms. The principal suggested buying laptops, and the student council proposed buying electronic readers.

Choose one of these two suggestions or come up with your own idea for spending the technology grant money. Then write a persuasive essay expressing which idea is best and why. Include a description of how the technology would be used and how it would benefit students.

PARCC SAMPLE ITEM
RESEARCH SIMULATION

You have read three texts describing Amelia Earhart. All three include the claim that Earhart was a brave, courageous person. The three texts are:

- “Biography of Amelia Earhart”
- “Earhart's Final Resting Place Believed Found”
- “Amelia Earhart’s Life and Disappearance”

Consider the argument each author uses to demonstrate Earhart’s bravery.

Write an essay that analyzes the strength of the arguments about Earhart’s bravery in at least two of the texts. Remember to use textual evidence to support your ideas.
Read this letter. Then answer the question that follows.

June 28, 2008

Dear Mark,

Would you like to come with my dad, brother, and me next Thursday? In the morning we will go canoeing down by the river. We will go swimming in the afternoon and then stop for supper at my Grandpa’s house on the way home.

_________________. We would have a lot fun together!

Your friend,
Derek

Which sentence would fit BEST on the blank line in this letter?
A. While we are at the lake, we will catch a lot of fish.
B. Let me know if you want to come with us to the lake.
C. Do you like to swim and ride down the river in a canoe?
D. Can you please bring the worms we will need to catch the fish?

Read “How Animals Live” and complete the graphic.

**Question:** Drag the four words from the word box into the correct locations on the graphic to show the life cycle of a butterfly as described in “How Animals Live.”
The perimeter of a rectangular garden is 35 feet. The length of the garden is 1 foot more than 2 times its width.

Write an equation to represent the perimeter of the garden in terms of its width \( w \).

**Answer**

What are the length and width of the garden in feet?

**Answer**

---

The noise level at a music concert must be no more than 90 decibels (dB) at the edge of the property on which the concert is held.

Melissa uses a decibel meter to test whether the noise level at the edge of the property is no more than 80 dB.

- Melissa is standing 10 feet away from the speakers and the noise level is 100 dB.
- The edge of the property is 70 feet away from the speakers.
- Every time the distance between the speakers and Melissa doubles, the noise level decreases by about 6 dB.

Rafael claims that the noise level at the edge of the property is no more than 80 dB since the edge of the property is over 4 times the distance from where Melissa is standing. Explain whether Rafael is or is not correct.
Consider the graph.

Which of the following shows the slope of the line and one point on the line?

A. \( \frac{6}{5} \) and (-3, 1)
B. \( \frac{5}{6} \) and (1, -3)
C. \( -\frac{5}{6} \) and (-3, 1)
D. \( -\frac{6}{5} \) and (1, -3)

The speed of an object is defined as the change in distance divided by the change in time.

Information about objects A, B, C and D are shown. Objects C and D both have constant speed.

Based on the information given, drag and drop the object names in order from greatest speed to least speed in the table provided.
Grade 5 Mathematics

ISTEP + SAMPLE ITEM

Which of the following number lines shows the correct placement of the numbers 1.6, 0.75, 1¾, and ¼?

A.  

B.  

C.  

D.  

SBAC SAMPLE ITEM

Five swimmers compete in the 50-meter race. The finish time for each swimmer is shown in the video.

- 23.42
- 23.18
- 23.21
- 23.35
- 23.24

Men’s 50 Meter Freestyle

Explain how the results of the race would change if the race used a clock that rounded to the nearest tenth.
Sam surveyed his neighbors to determine if the number of hours they read each week is related to their grade level. The results of the survey are shown in the table below.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Hours of Reading per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Which scatter plot best represents this data?

- [ ] A
- [ ] B
- [ ] C
- [ ] D
Innovative Scatter Plot Item

Zach surveyed a group of people visiting state parks to determine if the distance they lived from the park affected how frequently they visited the park.

Zach's data is shown in the table below:

<table>
<thead>
<tr>
<th>Number of Visits per Year</th>
<th>Distance to Park (miles)</th>
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<tr>
<td>1</td>
<td>25</td>
</tr>
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<td>2</td>
<td>10</td>
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<td>7</td>
<td>35</td>
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<td>3</td>
<td>10</td>
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<td>5</td>
<td>60</td>
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<td>3</td>
<td>15</td>
</tr>
<tr>
<td>9</td>
<td>5</td>
</tr>
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</table>

Create a scatterplot that correctly represents Zach's data. Choose a title for the graph and for both axes. Select an appropriate scale for each axis. Plot the points.

Choose a title for your graph using the arrow on the right...

Choose a label...
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What Do We Do with this Information?

- Start adding tasks like these into your current assessments
- Establish a protocol for examining student work from these tasks
- Start providing instruction that prepares students for these expectations
Models of CCR Instruction

- http://www.engageny.org/common-core-curriculum
- http://achievethecore.org/
- www.illustrativemathematics.org
- www.insidemathematics.org
- www.teachingchannel.org
- http://www.ccsstoolbox.org/
- http://educore.ascd.org/channels/02d1bb32-0584-4323-908e-df822f4fc68f
• *Project Gear Up* is designed to support Indiana teachers in grades 6-12 state wide in the transition to the College and Career Readiness Standards.
• *Project Gear Up* is designed to provide Indiana teachers in grades 6-12 state wide with the professional development they will need to implement the College and Career Readiness Standards.
• *Project Gear Up* will begin with the literacy and math standards that are a part of the Career and College Readiness Standards.
• *Project Gear Up* is designed to develop networks of Indiana teachers in grades 6-12 throughout the state who will be able to access and share current resources, who will be kept up-to-date on Indiana’s plan to transition to its new standards, and who will share information about the instructional shifts needed to implement the College and Career Readiness Standards.
• *Project Gear Up* will develop the state-wide Indiana teacher networks based on content areas grades 6-12.
• *Project Gear Up* will invite teachers via email to become a part of this network.
• *Project Gear Up* is the result of a collaboration that includes the Indiana Association of Supervision and Curriculum Development, the Indiana Network of Independent Schools, and the Education Service Centers of Indiana in cooperation with the Indiana Department of Education.
• *Project Gear Up* is funded by the Bill and Melinda Gates Foundation