



Capture the Core

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K-12

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The Top 10 Things Teachers Need to Know About the New Illinois Assessments

Illinois has implemented new, higher standards for student learning in all schools across the state. The New Illinois Learning Standards Incorporating the Common Core have been adopted in conjunction with similar changes in over 40 other states. These new standards provide students with the relevant, real world knowledge and skills needed for success in college and careers.

In order to measure student mastery of the new standards and provide educators

with reliable data that will help guide instruction, Illinois will implement new state assessments such as PARCC and DLM that will replace the current tests required by the state.

Because teachers are at the center of these changes and directly contribute to student success, the Illinois State Board of Education has compiled a list of the ten most important things for teachers to know about the new tests

The Top 10 Questions

1. What is PARCC?
2. Who will take PARCC?
3. What is required?
4. When is PARCC administered?
5. Is PARCC a completely computer based test?
6. How is PARCC created?
7. How is PARCC different from other previous Illinois assessments ?
8. What about the ACT® college readiness assessment and ACT WorkKeys®?
9. Is there still an alternate assessment for students with the most significant cognitive disabilities?
10. How will English language learners be assessed?



The answers to all these questions can be located on one easy to read and share document. Click [here](#) for the answers to the top 10 questions.



Or copy and paste:

<http://www.isbe.net/assessment/pdfs/2015/asmt-top-10-for-teachers.pdf>

Back To School Checklist

1. **Know your material.** Educators can self-assess what information they may need further professional development on by using the [ELA](#) (1 for all grades) and [Math](#) (grade-bands k-2, 3-5, 6-8, & High School) Considerations for Implementation Guides.
2. **Be prepared and organized.** If you are looking for some great classroom tasks and lessons, check out ELA <http://www.ilclassroomsinaction.org/elaliteracy.html> and/or Math <http://www.ilclassroomsinaction.org/math.html>. Set up a "tools" center in your classroom complete with manipulatives, calculators, rulers, graph paper, pencils and pens and any other applicable tool for students to use at will. This will help promote Math Practice Standard 5 and writing in the Literacy Standards.
3. **Know how and what to assess.** Information on Illinois' [Balanced Assessment System](#) includes PowerPoints, webinars, presentations with notes, fact sheets and more. [PARCC Evidence Tables](#) (scroll to bottom) lay out what standards are assessed on the Performance Based Assessment (PBA) and End of Year (EOY) assessment. Students in grades 3-8 will take both assessments this year to get a summative score. These tables not only list what will be assessed but include information about limitations, restrictions, and calculator usage.
4. **Involve Parents.** Be proactive and give parents plenty of information at the beginning and throughout the school year. Both [PTA](#) and [The Council of the Great City Schools](#) have wonderful resources for parents (by grade-band and in Spanish). PARCC also provides some [parent resources](#).
5. **Create a classroom of collaboration.** Information and materials designed to foster [collaborative classrooms](#) are available from ISBE.
6. **Be in the loop.** To stay up-to-date on information and Professional Development from ISBE and the Content Specialists sign-up for the ELA and/or Math [listserv](#), like us on [Facebook](#) (Math), or follow a Math Content Specialist on [Twitter](#).
7. **Get Inspired!** Check out the selection of [videos](#) from Illinois educators discussing the new standards, their classroom, administration concerns, [PARCC](#), and more.



Up-Coming Professional Development

Detecting Evidence in Quality Lessons/Units:

Overwhelmed by all of the pieces necessary to build quality lessons/units? This workshop will introduce teachers to a ONE page rubric titled the Educators Evaluating Quality Instructional Products (EQuIP).

This tool helps identify the necessary criteria of quality lessons/units and reinforce alignment to the learning standards. Teachers will be introduced to resources that specifically address the four dimensions of the alignment tool; Alignment to the Depth of the standards, Key Shifts, Instructional Supports, Assessment.

This one day workshop will begin with the background of the rubric, an overview of the four dimensions, and breakout sessions specifically for K-5 ELA, 6-12 ELA and K-12 Mathematics.

In the afternoon teachers will choose 2 of the 3 following sessions; Key Shifts, Instructional Supports, Assessment. Administrators will have a separate afternoon session. Lunch will be provided.



Education is the most powerful weapon which you can use to change the world.



Student Learning Objectives

Working on Student Learning Objectives (SLO's) as part of your Balance Assessment? Check out the new ISBE resources devoted to SLO's. You can find a Guidebook on the Student Learning Objectives Process, a PowerPoint on using SLO's to measure Student Growth, and draft SLO templates.

- ◆ High School English
- ◆ Elementary Math, Music
- ◆ Independent Living
- ◆ Nutrition and Culinary Arts
- ◆ Targeted Consumer Math

ISBE SLO
Training Modules



Building an Environment for Academic Learning

There are many components to create an environment within the classroom that supports academic learning for all students. Teachers need to develop expectations and routines within the classroom and include discipline and consequences. Educators need to initiate and cultivate the teacher-student relationships and view the students not only as learners, but as individuals. Teachers must realize their own mental mindset and that of the students to be able to start off the year on a positive note. Developing a classroom management system not only builds an orderly environment, it supports student social and moral growth. Evertson and Weinstein (2006) designed a framework to

assist teachers in going beyond just the discipline aspect of classroom management that includes five tasks:

- Develop caring, supportive relationships with and among students;
- Organize and implement instruction in ways that optimize students' access to learning;
- Use group management methods that encourage student engagement with academic tasks;
- Promote the development of student social skills and self-regulation; and
- Use appropriate interventions to assist students who have behavior issues.

Teacher-Student Relationships

A classroom works well as a team when all the members make connections and build relationships. A great way for all teachers and students to make a connection is by getting to know each other in the classroom.

Getting To Know Activities:

- First day **questionnaires** are a great start to collect facts and opinions from the students in the classroom. Teachers can model this by completing the same form and displaying it on a projector.
- Create a game of "**Compare and Contrast**" with the items on the questionnaire to let the students explore who they may have things in common with or ask about items they may not know about.
- Include some hands-on activities to get the students talking with their peers....**collaborative groups** can produce wonderful connections. Teachers will be able to observe the social skills that their students bring to the new school year and what who will need some guidance for improvement.
- Have students complete an age appropriate **learning style profile** survey to find out what teaching style would work best for them within the classroom, or how the lessons might be differentiated to meet the needs of all student learning styles.

Developing trust and partnership with parents, as well as students, can improve the students' academic learning and parent engagement in the learning process. Five solid strategies to develop trust with families are:

- Connect with families at the start of the academic year especially as students arrive in the classroom.
- Keep in regular contact throughout the year.
- Make the first contact positive.
- Share concerns vs. stating a problem.
- ISBE Family Engagement Framework: <http://bit.ly/1rAMb7c>

“No matter what people tell you, words and ideas can change the world.”

-Robin Williams

Classroom Management

Warmth, Structure & Culturally Responsive

Warmth

- ◆ Respect student's developmental level
- ◆ Be sensitive to academic & social needs
- ◆ Display empathy
- ◆ Provide emotional security
- ◆ Demonstrate expressions of caring and affection

Structure

- ◆ Set clear guidelines for behavior and tasks
- ◆ Communicate consistent expectations
- ◆ Explain reasons for rules
- ◆ Provide opportunity to correct and learn from mistakes and restore relationships

Culturally Responsive

- ◆ Recognize personal cultural lens/biases
- ◆ Know the student's cultural backgrounds
- ◆ Be aware of broader social, economic and political context
- ◆ Use culturally appropriate management strategies
- ◆ Commit to building caring classroom communities

