



# Capture the Core

VOLUME II ISSUE 7

APRIL 2014

A PUBLICATION OF THE ILLINOIS STATE BOARD OF EDUCATION STATEWIDE SYSTEM OF SUPPORT CONTENT SPECIALISTS

## Seventh Grade

### INSIDE THIS ISSUE:

- ELA 2
- Math 3
- LS 4

## Research Questions Common-Core Claims by Publishers

By [Benjamin Herold](#) and [Michele Molnar](#)

Statements from publishers that traditional instructional materials are aligned with the Common Core State Standards are largely a "sham," according to a prominent researcher who conducted one of two forthcoming reviews of classroom textbooks.

The jury is still out, though, on the new wave of digital curricula hitting the market.

The findings highlight a new threat to the successful implementation of the common core, as well as a major challenge for districts in the 46 states and the District of Columbia that have adopted versions of the standards.

*William Schmidt, a professor of statistics and education at Michigan State University, said many claims by textbook publishers that their materials are aligned with the Common Core State Standards are a "sham."*

—Brian Widdis for Education Week

The studies "reaffirmed what we had been hearing from our state [textbook] working group," especially in mathematics, said Carrie Heath Phillips, a program director for the [Council of Chief State School Officers](#), in Washington, which has helped spearhead the new standards. Ms. Phillips downplayed the impact that misaligned textbooks will have on states' efforts to implement the new standards, but said the new studies "may be an eye-opener" for districts.

"It's buyer beware," she said.

### Snake Oil Salesmen

Hoping to boost their share of a \$9 billion annual market, many publishers now boast that their textbooks are "common-core aligned" and so can help spur the dramatic shifts in classroom instruction intended by the new standards for English/language arts and math.

But in a Feb. 21 presentation of his research at a seminar in Los Angeles hosted by the

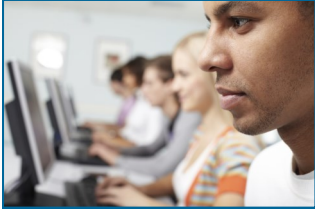


[Education Writers Association](#), William Schmidt, a professor of statistics and education at Michigan State University in East Lansing, dismissed most purveyors of such claims as "snake oil salesmen" who have done little more than slap shiny new stickers on the same books they've been selling for years.

Mr. Schmidt, who also co-directs the university's Education Policy Center, and his team recently analyzed about 700 textbooks from 35 textbook series for grades K-8 that are now being used by 60 percent of public school children in the United States. Of those that purported to be aligned with the new standards, he said, some were "page by page, paragraph by paragraph" virtually identical to their old, pre-common-core versions. both print and digital instructional materials to consider.

This is an excerpt from: *Herold, B., & Molnar, M. (2014). Research questions common-core claims by publishers. EdWeek, 33(23), 1, 12-13.*

## Illinois Teachers Have a New Resource



A brand new website has just been released this month just for Illinois classroom teachers. It coincides with level 3 of the Professional Learning Series on the Illinois State Board of Education website and can be accessed at [www.ilclassroomsinaction.org](http://www.ilclassroomsinaction.org) and will soon be linked to level 3 of the PLS at [www.isbe.net](http://www.isbe.net).

Teachers can find resources and tools that assist with planning and aligning to the ELA and Math CCSS. Links to the best videos and webinars that define what explicit teaching and practice in a CCSS classroom can also be found.

Standards based reporting assistance and Implementation Guides can be found here that assist districts with the final steps of guiding their stakeholders through the process.

The site is **not** an exhaustive

list of websites but direct links to the places that house the exact tools, resources, and videos to assist educators.

This tool is still in the construction phase as new ideas and resources are continually added. Send comments and suggestions to [plscomments@gmail.com](mailto:plscomments@gmail.com).



## EQIP Rubric: Common Core Alignment Tool for Teachers

The primary purpose of the EQIP Rubric is to provide specific guidance for identifying high quality instructional materials aligned to the Common Core State Standards. It is used to determine CCSS alignment with multi-day lessons or units. This rubric can offer assistance for educators in Illinois as they transition to full implementation of the CCSS.

The rubric can be placed alongside any current unit and provide teachers with criteria necessary for the lesson/unit to be aligned to the Common Core.

The rubric is divided into four dimensions:

1. Alignment to the Depth of the Common Core
2. Key Shifts
3. Instructional Supports
4. Assessment

### WEBSITE:

[www.ilclassroomsinaction.org](http://www.ilclassroomsinaction.org)

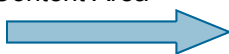
### CLICK ON:



## Resources for All Content Areas

The Classrooms in Action website has a number of tools and resources for all content areas as teachers strive to implement the Illinois Learning Standards Incorporating the Common Core.

1. Click on: [www.ilclassroomsinaction.org](http://www.ilclassroomsinaction.org)
2. Choose Classroom Resources
3. Choose Content Area



A number of resources are provided within each content area. They are:

- Lesson Plans
- Websites, Videos, Podcasts
- Professional Development



***“When I look at the standards, I don’t see a document that tells me what to teach or gives me a curriculum; rather, I see an underlying organization that gives us collective purpose.”***

*Sarah Brown Wessling, 2010 National Teacher of the Year*

# Free Common Core Aligned Sample Lessons and Assessments

Guest Columnist:  
Mike Briscoe and Team



Implementing the changes that accompany the Common Core can seem like a challenging task at times. What does an aligned lesson look like? How does that differ from what teachers have already been doing in the classroom? How can I tell whether students are making progress toward meeting the standards for their grade? Student Achievement Partners, a nonprofit created by three of the lead writers of the Common Core, has created a website designed to answer just these sort of questions.

Achievethecore.org is full of thousands of free sample lessons, annotated tasks, sample ELA assessments and annotated math assessments. You can use these tools in your classroom tomorrow. They are organized by grade level and subject matter and contain background information so that teachers understand the purpose behind each task. Teachers can feel confident that all the materials are aligned to the Common Core.

To stay up to date on the latest materials available on [achievethecore.org](http://achievethecore.org), follow them on [Twitter](#).

“In mathematics the art of proposing a question must be held of higher value than solving it”

Georg Cantor  
Inventor of Set Theory

## Classroom Tools

Click the icons below to connect to free classroom tools at [Achievethecore.org](http://Achievethecore.org).



Sample Lesson Plans  
<http://bit.ly/1dzpPi1>



Annotated Tasks  
<http://bit.ly/1gYel14>



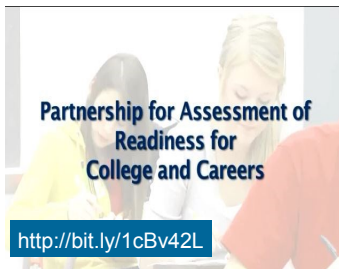
Sample ELA Assessments  
<http://bit.ly/1e9U2B5>



Annotated Math Assessments  
<http://bit.ly/1e9UsHT>



## PARCC Video and Platform



We have developed a new video that will help you as you engage faculty, students, parents and the community in discussions of the new assessments. The video

takes a look at the PARCC assessments and new Illinois Learning Standards. “Improving Student Assessments” explains the keys to PARCC success, which include employing innovation and measuring students’ higher-level thinking abilities. Please feel free to use it in Board meetings, community forums and faculty meetings and also to share through social media and newsletters.



Teachers and students can also begin working with the PARCC platform. Try the tutorial first, then work through a grade-band assessment. How comfortable are your students with the technology platform and tools?

<http://practice.parcctestnav.com/#>

“Neglect of Mathematics works injury to all knowledge.”

Roger Bacon  
English Philosopher  
1214-1294




# Comprehensive System of Learning Supports

## The New Illinois Learning Standards and Special Education

Special education professionals have been supporting effective instruction by incorporating the new Illinois Learning Standards into students' Individual Education Plans (IEPs). One challenge that many teachers are meeting by utilizing an on-line Progressions Tool, ([ELA Tool](#) , [Math Tool](#)) is developing standards-based IEP goals for students. The Progressions Tool offers explicit connections from one set of skills to another, something often missing in educational plans that do not connect to cohesive academic goals accessed through the general education curriculum.

By acquiring a deep knowledge of the general education goals for each grade level, special education teachers are able to identify the 'road map' they need to follow to move students closer to their grade-level academic outcomes. This acceleration vs. remediation paradigm shift supports the standards-based IEP process begun in the 1997 reauthorization of the Individual with Disabilities Act and reinforced with the 2002 and 2004 reauthorizations. Access to the general curriculum is a mandated goal for students with disabilities. By identifying the critical elements for the students' grade level expectations, educators are able to plan for how to get the student to a point where they can understand those grade-level concepts.

Challenges occur when instructing a student where there is a difference between the student's current grade level (e.g., 8th grade) and their instructional level (e.g., 2nd grade reading level). Universal Design, Response to Intervention and building core principles conversations can occur within a learning collaborative environment to support educators during this instructional shift. ISBE has also released a Special [Education Guidance Document](#) to help with this transition. In addition, workshop opportunities can be found at [http://www.isbe.net/common\\_core/htmls/workshops.htm](http://www.isbe.net/common_core/htmls/workshops.htm) 

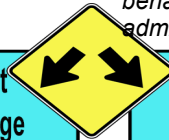
When writing an IEP goal, teams need to include all three components of high quality goals:

- The conditions under which the behavior will occur
- The desired behavior in measurable, objective, observable terms
- The criterion for mastery and (optional) expected date of achievement if there are no required objectives.

Example:

Given a cloze activity of a selected reading passage (such as a poem) (*conditions*), John will identify by circling or underlining the context clues (e.g. surrounding words, headings, parts of speech), and use them to determine the missing words (desired behavior), with 80%-100% accuracy in 3 of 4 consecutive administrations by June 2014. (criterion for mastery)

An **ACCOMMODATION** is a change in **HOW** the student accesses and demonstrates learning, but does not change what the student is expected to learn or demonstrate.



A **MODIFICATION** changes **WHAT** a student is expected to learn and demonstrate by changing the level, priority or content.

### PARCC Accommodations

PARCC Guide <http://tinyurl.com/>

### Making Connections

#### ALL Students

#### Students with disabilities and English Language Learners

Danielson : [Domain 1a, 1e](#)  
**Conditions for Learning Indicators (Rising Star):**  
[CL8](#), [CL10](#)

What if a student doesn't have an IEP and needs some accommodations? PARCC has many accommodations for the test environment that a child can choose. (Items with an \* need to be implemented prior to entering the test environment by the administrator.)

PARCC has created many accommodations within the online assessment tool to assist Special Education students and English Language Learners. Please review the PARCC Guide (link below) for complete details. These accommodations should be defined within the student's IEP prior to testing.

- |                            |                                      |  |                                   |
|----------------------------|--------------------------------------|--|-----------------------------------|
| • Answer Masking*          | • General Administration             | • Additional Assistive Technology                                      | • Paper-and-Pencil edition        |
| • Audio Amplification      | • Directions Read Aloud and Repeated | • Braille Editions   | • Scribing or speech-to-text      |
| • Background/Font color*   | • Highlight Tool                     | • Closed-captioning of multimedia passages on ELA/Literacy Assessments | • Word prediction on ELA/Literacy |
| • Eliminate Answer Choices | • Pop-up Glossary                    | • Descriptive Video  | • Extended Time                   |
| • Flag Items for review    | • Spell Checker                      |  | • Text-to-speech                  |
| • General Masking*         |                                      |  |                                   |

"We must meet our students exactly where they are with exactly the brains they have right now. We must use all the tools we have available to use and not expect them to fit into a mold or all behave exactly the same."

– Dr. Gene R. Carter, ASCD CEO

Related [Conditions for Learning Indicators](#) are included in the [Rising Star on IIRC](#) school improvement tool and accessible at the [ISBE Learning Supports](#) web site.

Partnership for the Assessment of College and Career Readiness – Second Edition (2013). PARCC Accessibility Features and Accommodations Manual 2013 – 2014. Achieve, Inc. Washington, DC: PARCC Assessment Consortia

Visit [www.isbe.net](http://www.isbe.net) to download this newsletter.

