



Capture the Core

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Eighth Grade

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Test Maps for the 2014 Illinois Standards Achievement Test

Illinois is transitioning to Common Core State Standards (CCSS for reading and mathematics) - moving from the final administration of the Illinois Standards Achievement Test (ISAT) in 2013-2014 to the Partnership for Assessment of Readiness for College and Career (PARCC) Assessments in 2014-2015. What follows is information to assist educators so they can better maintain focus on the key areas in preparation for the full implementation of the Common Core State Standards and PARCC Assessments in 2014-2015.



The following outlines what reading and mathematics CCSS will be assessed on the ISAT in 2014. All items on the reading and mathematics assessments were written to the CCSS. The test maps are intended to assist educators as they consider learning progressions, instructional shifts, and rigor of the CCSS.

Please note that the science assessments are aligned to the Illinois Science Assessment Frameworks.

Reading - Grades 3-8

The operational reading assessments are comprised of 51 items – 50 multiple-choice items and 1 extended-response item.

CCSS Domain - Key Ideas & Details 50%-65% 25-32 items

CCSS Domain - Craft & Structure 15%-25% 8-13 items

CCSS Domain - Integration of Knowledge & Ideas 10%-20% 5-10 items

Mathematics – Grades 3-8

The operational mathematics assessments are comprised of 68 items – 65 multiple-choice items, 2 short-constructed-response items, and 1 extended-response item.

Click [here](#) for grade specific breakdowns

Science

The operational science assessments are comprised of 75 multiple-choice items.

Click [here](#) for more specific information

Information taken from the [ISBE website](#)

2014 Illinois State Assessment (ISAT)

March 3 – 14, 2014

Shift Kits Designed for Illinois Educators

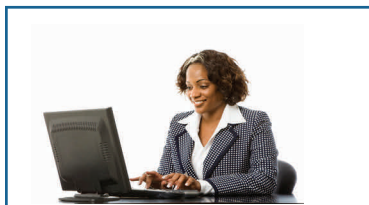
In order to be truly aligned with the Common Core State Standards, there are instructional shifts in English Language Arts and Literacy which are required of teachers.

The ELA Content Specialists, in partnership with ISBE, created Shift Kits to provide schools and districts resources aligned with each shift of instruction.

There is a total of nine Instructional Kits and one Administrator Kit.

Each kit contains:

- A guide
- Recommendations from the International Reading Association
- PowerPoint(s) including facilitator's guides and handouts
- A list of recommended journal articles and books



Each kit also includes a table of contents where additional tools such as videos, webinars, and websites, for that shift are provided.

Educators are encouraged to visit the site and sign up for the listserv to receive notifications of updates on the Shift Kits as well as additional ELA Resources.

Educators can access the Shift Kit website at

[http://
education.illinoisstate.edu/
casei/ela/](http://education.illinoisstate.edu/casei/ela/)

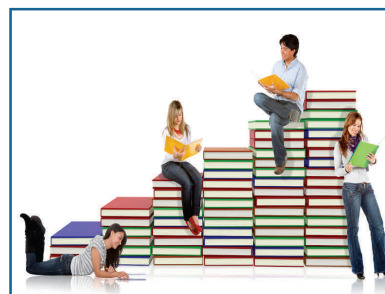
Informational Text

"In K–5, the Standards follow NAEP's (National Assessment of Educational Progress) lead in balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science, and technical subjects. In accord with NAEP's growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of reading of informa-

tional texts take place in and outside the ELA classroom." ([CCSS Introduction](#))

The "Informational Text Shift Kit" (see article above) has a number of resources for teachers as they look at ways to engage students in reading informational text. Some of these tools are:

- Links to websites
- PowerPoint presentations



Reading in All Content Areas

Students will need advanced literacy skills — the ability to understand and analyze a variety of texts and to write and communicate persuasively — to succeed in life after high school.

The "Content Area Literacy Shift Kit" (see top article) contains resources for teachers who teach science, social studies, technical subjects, math and English.

"For students to excel in the disciplines, they must be able to construct meaning from textbooks—a critical part of teaching and learning. We may not be reading teachers, but given this reality, we must by teachers of text comprehension if we expect students to learn from the text."

*Yvette Jackson & Eric Cooper
"Adolescent Literacy"*

Some of these resources include:

- PowerPoint presentations with notes and handouts.
- Videos and websites.
- A CCSSO Adolescent Literacy Toolkit for Social Studies, Math, and Science Teachers. Each toolkit provides explicit literacy direction.
- PARCC Model Content Frameworks with quarter by quarter guides.

Effectively Incorporate Technology in the Classroom

Today's students will continue to grow up in a rapidly evolving digital age. With this in mind, we need to expose our students to quality technology in a meaningful way to prepare them for the future. The new Illinois Learning Standards incorporating the Common Core specifically say students should be using technology to learn.

Mathematical Practice Standard 5, **Use appropriate tools strategically**, says "When making mathematical models, (students) know that technology can enable them to visualize the results of varying

assumptions, explore consequences, and compare predictions with data."

8.EE.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurement of very large or very small quantities (e.g., use millimeters per year for seafloor spreading).

Interpret scientific notation that has been generated by technology.

The National Library of Virtual Manipulatives is free and has activities separated by grade level and Domains. <http://nlvm.usu.edu>.

GeoGebra is free dynamic software that allows students and teachers to create and manipulate shapes and equation. <http://www.geogebra.org>.

A free online graphing calculator can be found at <https://www.desmos.com/>.

Professional Development Opportunities

Save the Dates

ISBE and the Illinois Association of Regional Superintendents of Schools are hosting two **Summer Conferences** at the Springfield Convention Center on June 17th and 18th and at Pheasant Run in St. Charles, IL on June 11th and 12th. Save the dates to join teachers and other educators who are making

the new standards come alive in their classrooms and schools!

If you missed the **Illinois Institute for Mathematics Leaders** last year, have no fear, another institute is being hosted by ISBE. Save the date for June 16th and 17th in Springfield. There will be two concurrent

institutes: K-5 and 6-12. More information and registration is coming soon.

"Go down deep enough into anything and you will find mathematics."

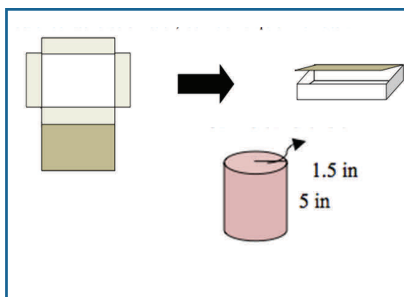
Dean Schlicter

8th Grade Geometry

The North Carolina Department of Public Instruction released sample tasks, which are available at <http://maccss.ncdpi.wikispaces.net/Middle+School>.

Here is one task focusing on 8.G.9 – Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

Sam just purchased a candle to give to his mom as a birthday gift. Unfortunately, he has no box to put it in. Sam knows that he can make a box using tape and cardboard.



A) Sam's candle is 5 inches tall and has a radius of 1.5 inches. Draw a plan for his box below.

B) What is the volume of the smallest box Sam could build to hold the candle? Show the mathematics you used to determine your answer.

(Here's the pictures if you need them, but I think it is okay with out them, or with part of them.)



Dealing with Mid-Year Stress

Keeping Assessment in Perspective

During this time of year, teachers and students often start to feel low energy as well as an urgency in regard to annual assessments. Testing can offer valuable information, but may also cause concern, stress or fear. Teachers can help keep assessment in perspective by:

- **Maintaining a balanced approach to testing**
Annual testing is just *one* component of a balanced assessment strategy and should be considered in proportion with other assessment feedback.
- **Focusing on assessment's purpose**
Gaining a cumulative measure of student learning that highlights learning strengths and achievement gaps can help identify appropriate interventions and effective teaching strategies.
- **Sharing the "why" with students**
Share with students the purpose and benefits of assessment. Relieve student stress by letting them know how the information gathered will be used to promote their learning.
- **Building skills, not pressure**
Maintain focus on instruction based on learning standards and student *growth*, instead of just grades.

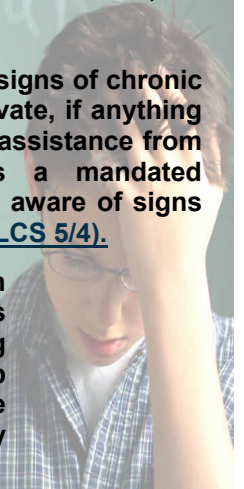
Chronic Stress

Too much stress can become counterproductive and prolonged stress can be disruptive to student learning. Studies have shown that exposure to this kind of chronic stress can produce negative academic (Duplechain, 2008) as well as mental, physical, and social impacts.

Children may experience multiple triggers of chronic stress both inside and outside of school, including divorcing parents, health issues, or bullying (Felitti, 1998).

If a student exhibits re-occurring signs of chronic stress, a teacher may ask, in private, if anything is upsetting him/her and request assistance from school support personnel. As a mandated reporter, a teacher who becomes aware of signs of abuse **MUST** report them ([325 ILCS 5/4](#)).

Dealing with stress is an important life skill that teachers can model powerfully. Learning how to deal with stress can help students and teachers persevere through challenges to ultimately improve student learning.



Making Connections

Social/Emotional Learning Goal 1:

"Develop self-awareness and self-management skills to achieve school and life success."

Danielson Framework:

- 1b. Demonstrating knowledge of students
- 2b. Establishing a culture for learning
- 3a. Communicating with students
- 4e. Growing and developing professionally

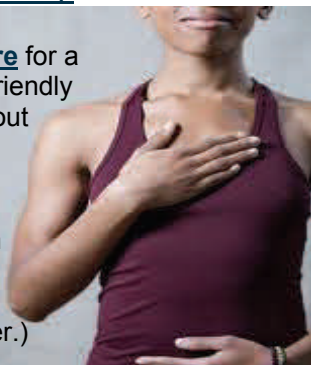
Conditions for Learning Indicators (Rising Star): [CL 10](#) and [CL 11](#)

"The school culture promotes and supports the academic, physical, social, emotional, and behavioral skill development and engagement of students.(AND) ...the physical, social, emotional and behavioral health of all school personnel."

Teacher Self-Care

Teachers are also subject to stress, including secondary trauma as they "take on" the stress of their students. Fortunately, teachers can model resiliency, emotional self-monitoring, and strategies that benefit both teachers and students (Wolpow, 2011).

[Click here](#) for a student-friendly video about reducing stress. (Visit link at bottom of page for online newsletter.)



Signs and Strategies

If chronically stressed, students may:

- Have difficulty paying attention
- Be quiet, upset or withdrawn
- Show changes in performance
- Complain about being tired
- Increase aggressive behavior ([OJJDP](#))

Ways to Reduce Stress at School:

- 1) **Create emotionally safe conditions for learning.**
Ex: recognize/discuss worries
- 2) **Model and practice stress reduction behaviors.**
Ex: peer-support, breathing exercises, physical activity, art
- 3) **Adapt physical environments.**
Ex: music, lighting, nature indoors, less stimulating walls

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

Duplechain, R., Reigner, R. & Packard, A. (2008). Striking Differences: The Impact of Moderate and High Trauma on Reading Achievement. *Reading Psychology*. 29, 117-136.

Felitti, V. et al (1998). Relationship of Childhood Abuse and Household Dysfunction to Leading Many Causes in Adults: The Adverse Childhood Experience (ACE) Study. *American Journal of Preventative Medicine*. 14 (4).

Office of Juvenile Justice and Delinquency Prevention (OJJDP). Trauma-Informed Care For Children Exposed To Violence: Tips for Teachers.

Wolpow, R. et al (2011). *Compassionate Schools: The Heart of Teaching and Learning*. Washington State Office of Superintendent of Public Instruction (OSPI) Compassionate Schools.

[Click here](#) for this and archived editions of the *Capture the Core* newsletter.

