Standards-Based Reporting

As districts implement the Common Core Standards, they are also reflecting on their reporting systems to ensure alignment with the revised standards. Many are looking at transitioning to a standards-based reporting system.

Thomas Guskey and Jane Bailey, in their book, *Developing Standards-Based Report Cards*, walk readers through the steps to make a positive, successful transition to standards-based report cards:

1. Define the purpose of your report card
2. Develop reporting standards
3. Address essential steps in development
4. Establish performance indicators
5. Develop the reporting form
6. Pilot test and revise

The first step to creating a meaningful and useful standards-based report card is to clearly define the purpose of the tool.

Decide if its primary purpose is:

- To communicate information about students’ achievement to parents and others
- To provide information to students for self-evaluation
- To select, identify or group students for certain educational paths or programs
- To provide incentives for students to learn
- To evaluate the effectiveness of instructional programs
- To provide evidence of students’ lack of effort or responsibility

This is a critical first step. After making the decision as to your report card’s purpose, include it on the document as a reminder as you move forward with implementation.


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**ISBE sponsored Standards-Based Reporting Workshop**

**With author Thomas Guskey**

**November 19 OR 20, 2013**

9:30 am - 3:00 pm

Crowne Plaza Hotel

3000 South Dirksen Parkway

Springfield, IL

**Cost:** $25 per person

$75 for up to 6 team members

[Click here for more information or to register online](#)
Promoting Adolescent Literacy

**Www.AdLit.org** is a website that contains resources geared for teachers and parents of adolescents. Some of the resources available address not only English Language Arts, but ideas for content area teachers and how to address the Common Core. Some of the tools that are available on the website include: concise and detailed research on adolescent research (**AdLit 101**), explicit strategy instruction for all content areas in a library of tools (**Classroom Strategies**), and professional development video modules and resources for English language arts and content area teachers (**Common Core Classroom**).

The video modules in the Common Core Classroom contain all the teaching materials and strategy instructional tools needed to implement the lessons. The modules assist in expressing how a lesson aligns with the standards and offers reflection from the implementing teacher.

Finally, there are booklists available through the **Books & Authors** tab that will allow teachers to select books that may be thematically based or have an author interview connected to a text.

**Videos of Classroom Lessons**

Meaningful classroom interactions between the teacher and the student lie at the heart of student achievement. Teachers can access videos of such interactions as well as exemplary classroom lessons at [http://www.adlit.org/common_core/](http://www.adlit.org/common_core/). Each video module contains the following components: lesson summary, alignment to Common Core Standards, teaching materials and classroom strategies.

For example, one video is of an 11th Grade History Lesson based on the Common Core Standards RI.11-12 and RH.11-12 which portrays an understanding of Craft and Structure. Another video was made of a lesson on argument writing which was based on Common Core Standard w.11-12 and done in an 11th Grade AP English Class. Source: [http://www.adlit.org/common_core/](http://www.adlit.org/common_core/).

**Exploring Historical Fiction**

A powerful way for students to learn history is through historical fiction where they can immerse themselves into the lives of those who could have lived in the past. Teachers can locate a great resource for historical fiction at [http://www.adlit.org/adlit_guided_disc/c824/](http://www.adlit.org/adlit_guided_disc/c824/).

These books draw adolescents into reading history as well as increase their background knowledge.

One example of the texts which is appropriate for students who are 16 to 18 years old and can be found on this website is *The Book Thief*, by Mark Zusak. Teachers can find a description of this book and a discussion guide which includes possible discussion questions. In addition, there is an article which describes why one should teach about the Holocaust at [http://www.adlit.org/article/35189/](http://www.adlit.org/article/35189/).

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**Don’t judge each day by the harvest you reap but by the seeds that you plant.**

- Robert Louis Stevenson
Expectations from Previous Grades

With all the changes that are taking place as we transition to the Common Core State Standards for Mathematics, it is especially important to have vertical articulation conversations with the grades above and below those we are teaching. Students that enter Algebra II or Math III should be coming from previous courses with a strong understanding of addition, subtraction and multiplication of polynomials that will extend to division, including the factor and remainder theorems. Students will expand their knowledge of functions to include logarithmic, trigonometric and polynomial functions. Students that have previously used only

Inside Mathematics

Inside Mathematics is a website created for teachers with the goal of providing researched mathematics instruction resources. Created from the Noyce Foundation’s Silicon Valley Mathematics Initiative, Inside Mathematics offers

- Videos of Problems of the Month
- Videos of Re-engagement lessons
- Videos of Math Talks
- Problems of the month
- Tools for Coaches
- Tools for Administration

For more information visit:

http://insidemathematics.org/

PARCC Evidence Statements

PARCC has released Blueprints for the summative components of the assessment to be given in the spring of 2015 to Illinois students. The PARCC assessment is based on Evidence Centered Design (ECD), which starts with broad claims defining goals for students. To assess these broad claims, they created Evidence Statements to show what a student would be able to do to show mastery of the standards. One type of high school evidence statement is “Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures.” There are several evidence statements in this category that specify different content scope standards from Number & Quantity, Algebra, Functions, and Geometry. There is also an evidence statement of this type that requires use of “securely-held content” from eighth grade in the domain of Expressions & Equations.

For more information:

http://www.parcconline.org/assessment-blueprints-test-specs
Collaborative Learning is OUR GOAL!

To increase student interest and engagement with subject matter, consider a collaborative learning environment (Johnson and Johnson, 1999).

This evidence-based practice has been shown to support 21st Century skills such as deeper reasoning and improved communication, along with influencing increases in social, emotional, and behavioral competencies (Youngerman, 1998).

To build capacity and manage the classroom during these highly effective learning times, pre-planning, modeling and practice time is crucial. A review of teacher-authored articles highlighted the following ‘lessons learned’ which support collaborative interactions:

1) Establish interpersonal norms. Setting norms supports effective interaction. Knowing how students are to interact with each other sets the stage for appropriate and productive interactions.

   One example is: ►►►►

   - Explicit instruction on peer to peer listening skills. Practice to listen, pause, ask questions, paraphrase, and THEN respond.
   - Explicit instruction on asking good questions. “What” and “how” sentences lead to deeper and richer dialogue. Teach that questions are for clarification or for understanding.
   - Negotiation skills and the art of compromise. Extending beyond “win-lose” situations requires the ability to reframe opinions around values or agreed expectations. This sometimes includes revisiting norms.
   - Educator modeling. Viewing application of lessons learned can make a big impact. Teachers can consistently and visually place high value on group goals and individual accountability.
   - TRY AGAIN. Utilize new tools; work with a colleague to pre-plan, model, practice; re-assign student groupings; observe each other. and discuss observations.

Collaborative learning strategies and tools engage many students' natural instinct to be social and are at the core of most learning styles (Silver & Perini, 2010).

- ISBE Collaboration Guide: [Link]
- Classroom Environment: [Link]

**GROUP INVESTIGATION**

**STEP BY STEP**

Common Core implementation includes group investigation through requiring students to work in small groups using cooperative inquiry, group discussion, and producing cooperative artifacts.

**Step 1:** Choose a topic (e.g. communities) and assign small groups to select different subtopics (e.g. work, family, friends).

**Step 2:** Students work within a collaborative environment in response to a more reflective question proposed by the teacher or other group (e.g. “How does one impact the many?”) (Slavin & Chamberlain, 1992).

**CLASSROOM APPLICATION**

Apply this strategy to discover free digital support tools.

**Step 1:** Assign student groups to search “digital tools for student collaboration;”

**Step 2:** Groups discuss when, where, and how one tool assists learning. Students produce a class resource.

Collaborative learning supports students synthesizing ideas as a group to create shared meaning and understanding and increases student interest and engagement with subject matter.

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