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.


**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.

Listen-Read-Discuss Strategy

Www.AdLit.org provides educators with research-based strategies to use within all content areas.

One of those strategies is Listen-Read-Discuss (LRD) (Manzo & Casale, 1985). This comprehension strategy builds students' prior knowledge before they read a text. The steps are as follows:

1. **Listen:** Present a lecture on the content of the reading. Include a graphic organizer of the information during discussion.
2. **Read:** Students read the selection, guided by the idea that the reading may provide a different understanding or interpretation of the content.
3. **Discuss:** Teachers lead a classroom discussion on the materials, encouraging students to reflect on the differences between their reading of the content and the teacher's presentation.


Comprehending Text Structure

Www.AdLit.org offers many articles that provide research-based and best practice information and strategies for educators to help students become better readers and writers. Teachers can access this article with accompanying strategies by clicking on "Hot Topics" on the left side of the webpage.

Standard RI 7.5 requires that students “Analyze the structure an author uses to organize a text, including how major sections contribute to the whole and to the development of the ideas.”

To help students comprehend expository text structures, teachers can acquaint students with the signal or cue words authors use in each of the structures.

The hot topic “Reading (and Scaffolding) Expository Texts” provides teachers the text structure research, lesson ideas and downloadable graphic organizers which can be used to teach RI 7.5.
Seventh Grade Expectations from Sixth Grade

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 7th grade should be coming from 6th grade with a base understanding of negative numbers and absolute value. In 7th grade, they will extend their understanding of the four basic operations to all numbers in the rational number system. In 6th grade, students were introduced to proportional relationships and will now use this understanding for basic percent problems. Students will also now decide if a relationship is proportional and work with rates that include complex fractions, while continuing to see proportional relationships in multiple representations.

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
- Classroom Tasks
- Videos of lessons in the classroom
- 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 all Illinois seventh graders. 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 seventh grade evidence statement is “Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures.” This evidence statement has a content scope of Ratios and Proportions. There is also an evidence statement of this type that requires use of “securely-held content” from sixth grade in the domains of The Number System and Expressions & Equations. To learn more about PARCC Evidence Statements go to: http://www.parcconline.org/assessment-blueprints-test-specs
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: ►►►►

   ![Collaboration in the Classroom](http://www.youtube.com/watch?v=KDhvvo5FBTY)

   ▼ 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.

   2) Explicit instruction on peer to peer listening skills. Practice to listen, pause, ask questions, paraphrase, and THEN respond.

   3) 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.

   4) 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.

   5) 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.

   6) TRY AGAIN. Utilize new tools; work with a colleague to pre-plan, model, practice; re-assign student groupings; observe each other. and discuss observations.

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.

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

---


