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.


**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.

Collaborative Strategic Reading

Www.AdLit.org offers many articles that provide research-based and best-practice information and strategies for educators.

Teachers can access this information by clicking on “Hot Topics” on the left side of the webpage.

One of the articles, entitled Using Collaborative Reading Strategy (CRS) (Klingner & Vaughn, 1998) highlights the CRS.

The goal of CSR is to improve reading comprehension by maximizing students’ engagement. The steps are:

1. Previewing the text; giving ongoing feedback by deciding “click” (I get it) or “clunk” (I don’t get it) at the end of each paragraph;
2. “Getting the gist” of the most important parts of the text;
3. Wrapping up” key ideas.


Seed Discussions

Www.AdLit.org has created a website that provides educators with research-based strategies to use with all content areas. One of those strategies is a seed discussion.

A seed discussion is a two-part strategy used to teach students how to engage in discussions about assigned readings.

1. In the first part, students read selected text and identify “seeds” or key concepts of a passage which may need additional explanation.
2. In the second part, students work in small groups to present their “seeds” to one another. Each “seed” should be thoroughly discussed before moving on to the next one.

Seed Discussions can be developed for a variety of subjects and encourage students to have in-depth discussions of reading selections. It helps to build communication skills as the students discuss the "seeds" within the group. Sample seed discussion cards and suggestions for student roles are given with the strategy.
Eighth Grade Expectations from Seventh 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 8th grade should be coming from 7th grade with a strong understanding of proportional relationships, but will now be able to extend that to other linear functions that do not necessarily relate 0 to 0. Students will connect slope to proportionality in the equation \( y=mx+b \) when \( b \) is 0. In 6th and 7th grade, students worked with integers and rational numbers and this year will extend that work to irrational numbers when solving equations that involve square roots of non-perfect squares.

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/](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 eighth 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 eighth grade 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 Functions and Geometry. There is also an evidence statement of this type that requires use of “securely-held content” from sixth grade in the domains of Ratios & Proportional Relationships, The Number System and Expressions & Equations. [http://www.parcconline.org/assessment-blueprints-test-specs](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: ►►►►

   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

   ▼►►►►►► 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).

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

   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.

   Collaboration in the Classroom - click for video

   http://www.youtube.com/watch?v=kOJhvojFBBY

   Common Core State Standards:
   Embedded throughout ELA strands: Reading, Writing, Speaking Listening
   Math Practice Standard 3
   Danielson Framework:
   Planning and Preparation 1e
   Classroom Environment 2c
   Instruction 3c
   Professional Responsibilities 4d
   Conditions for Learning Indicators (Rising Star): CL 9

   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.

   Making Connections

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   Visit www.isbe.net to download this newsletter.