Questions and Answers from the April 22 ISBE Math Curriculum Model Webinar

Questions	Answers
What percentage of high schools in the State of Illinois are moving to the integrated model next school year 2013-14?	This information is not known at this time.
Is there anything planned to generate similar tools for the traditional high school curriculum?	It has not yet been determined if a traditional curriculum model will be developed.
Is Illinois going to offer both assessments, traditional and integrated?	The PARCC assessment system will include assessments for courses in both pathways.
Will the PARCC assessment be online?	For the first year there will be a paper/pencil option for districts that can demonstrate a need. The second year of PARCC implementation will be online.
At this time, what is the State of Illinois promoting...integrated pathways or traditional?	Illinois believes that this decision is best when it is made at the local level. There are pros and cons to each of the pathways. One pro of the Integrated pathway is the way it fosters connections between algebra, geometry, and statistics. Textbook resources are a con for the integrated pathway if a district has been using traditional texts. However, traditional texts do not match the CCSS traditional pathway either.
Will PARCC testing follow an integrated or traditional model for high school?	The PARCC assessment system will include assessments for courses in both pathways.
Is this the sequence that will be used for assessment with PARCC?	These units were based upon the PARCC Model Content Frameworks in Mathematics. It does not identify a sequence for the year—only over the 3 years.
Will the PARCC assessment be based on the grade level or course they are currently enrolled in for high school?	The PARCC assessments are course dependent.
Will the main PARCC assessment occur only after a student's junior year, or will there be assessments after freshman and sophomore years as well?	The PARCC assessment system includes end of course assessments that are not grade specific.
If schools decide to follow the traditional pathway, rather than the integrated pathway, will they be taking different PARCC exams, as the content will be taught in different orders?	Yes

Questions	Answers
Does the order of the scope and sequence align with the PARCC assessment? In other words, will teachers cover the material needed for the assessment?	Yes, but coverage of topics is not a guarantee of alignment and coverage may even effect alignment negatively when it is wide and/or shallow.
When will a decision be made as far as which version of PARCC assessments will be given in 2014-15 as far as the traditional or integrated approach?	The PARCC assessment system will include assessments for courses in both pathways.
Which method will PARCC be following, traditional or integrated?	The PARCC assessment system will include assessments for courses in both pathways.
Is there a discussion (online?) on whether to choose this Math 1-3 model or traditional Alg1/Geo/Alg2 model?	ISBE does not host a discussion forum.
Might it be possible to connect the units of study through a traditional sequence? Or at least compare the content to the major course revisions within the traditional sequence that our math folks have already undertaken?	The PARCC Model Content Frameworks for Mathematics addresses the varied expectations between the two pathways. Districts that have already started curriculum work may choose to compare their work to these units to get ideas for refinement. The Math 1/Algebra 1 expectations are very similar, but the Math 2/Geometry expectations are less similar.
If there is not a direct decision as to integrated and traditional, and geometry is addressed at different times how will we prepare for the state testing?	It is recommended that districts utilize either the traditional or integrated pathway as indicated in the PARCC Model Content Frameworks. Then the district will choose either the Integrated or Traditional pathway for their assessment as well. The tests are different. Choose the assessment that corresponds with your pathway.
If the state is going Integrated Math does this mean students are also going to be tested on integrated math on the new PARCC assessments?	The PARCC assessment system will include assessments for courses in both pathways.
Is this the sequence the state testing will be following?	The PARCC assessment system will include assessments for courses in both pathways.
Are both tests (integrated and traditional) going to be offered by	The PARCC assessment system will include assessments for courses in

Questions	Answers
the state?	both pathways.
If freshmen are taking geometry, what is their sequence of assessments?	The student would take the end-of-course assessment for traditional Geometry. Assessments are not grade dependent.
What is Illinois going to use at the high school level? The Traditional Alg1, Geometry, Alg2 or Integrated Math I, II, III?	Illinois believes that this decision is best made at the local level. Assessments for both pathways will be offered.
The State Superintendent's newsletter has never made mention of Math 1, 2, 3. Why not?	The integrated mathematics curriculum model has been an informational topic in a broad range of educational publications including the State Superintendent's Weekly Bulletin.
Is there a timeframe as to when an official announcement will be made by ISBE regarding the testing options for districts and schools in Illinois?	ISBE is currently engaged in timeline development for test material procurement. In high school mathematics there will be two assessment options: traditional or integrated.
What is the committee's opinion on the use of calculators and the common core? (Since state tests allow students to use calculators)?	The PARCC calculator policy is posted on the PSARCC website as well as the ISBE website. http://www.isbe.net/assessment/pdfs/parcc/parcc-calc-policy0712.pdf There are specific standards that require students to utilize technology for designated purposes. **Grades 3 – 5 Calculator Policy** ☐ PARCC mathematics assessments for Grades 3 – 5 will not allow for calculator usage. **Grades 6 – 8 Calculator Policy** ☐ PARCC mathematics assessments for Grades 6-7 will allow for an online four function calculator with square root. PARCC mathematics assessments for Grade 8 will allow for an online scientific calculator. PARCC mathematics assessments are to be divided into calculator and non-calculator sessions, provided that the other sessions of the assessment are locked. The same calculator with maximum functionality is to be used for all items on calculator sessions. **High School Calculator Policy** ☐ PARCC mathematics assessments for high school will allow for an

Questions	Answers
	online calculator with functionalities similar to that of a TI-84 graphing calculator. PARCC mathematics assessments are to be divided into calculator and non-calculator sessions, provided that the other sessions of the assessment are locked. The same calculator with maximum functionality is to be used for all items on calculator sessions.
How are colleges and universities going to verify the common core standards are mastered?	PARCC has developed a college and career (CCRD) ready determination. CCRD can be found at these websites. http://www.parcconline.org/parcc-assessment-policies http://www.parcconline.org/sites/parcc/files/PARCCCCRDPolicyandPLDs_FINAL.pdf
The question many school districts have regarding higher ed - Is the NCAA Clearing House acceptance of Math 1 and etc. Any help on this?	Only the LEA can certify that its coursework meets NCAA eligibility guidelines. NCAA has already approved courses with these titles based upon the course descriptions that address the CCSS content.
The NCAA clearinghouse is critical. Will ISBE submit approval or will all individual districts have to do this?	Individual districts must request approval. NCAA sees no reason why these courses would not be approved.
Are colleges open to us not have traditional math courses on the transcript? Our high school is not doing integrated at this time because of this.	Colleges and Universities accept courses based upon the course content. Courses are coded based on content. If the course description clearly addresses the CCSS there will be no difficulty.
Currently Algebra is required for graduation from high school. Will this sequence cover that requirement?	Yes
Do you know if the state required course codes will be modified to reference common core?	ISBE will provide codes that indicate CCSS Traditional and CCSS Integrated that will be used for reporting purposes.
We had heard that the state may require the Integrated approach - - is there any truth to this?	No. The LEA makes this determination.
So...if all/most resources and support are focused on the Integrated approach, is ISBE "recommending" the Integrated approach? Some states have just required schools to go in this direction, but Illinois is still on the fence. I am concerned ISBE will change direction in the future and our time/effort now will be negated.	The pathway decision belongs to the districts in Illinois. Both pathways utilize the same standards. ISBE is creating resources to support implementation of the CCSS.
Even though this is a math webinar, do you know if ISBE is going	At this time there is no plan for ELA.

Questions	Answers
to pursue model curriculum units for ELA as well?	
Would you hold off adopting a new PK-8 textbook for next year?	Districts need to determine their curriculum sequence and choose resources that suit that purpose. The textbook is not a curriculum, but a resource that can be utilized. You will want to examine any textbooks you are considering for alignment with Common Core.
When will K-5 Units be released?	It will be available in early Fall 2013.
You mentioned the K-5 information will be available in the fall 2013; will the lessons also be available at that time?	Yes, it will be available early Fall 2013.
Will ISBE connect student achievement on Common Core Standardized testing to high school graduation?	Students will be required to take the assessments however; there is no score requirement tied to graduation.
Are these units required to use?	The district may choose to use these units or not to use the units. It is a district decision.
Will there be some assistance for schools looking for moving from the traditional approach to the integrated approach?	The Illinois State Board of Education has created the ISBE Mathematics Curriculum Model to support districts. ISBE is continuously working to support the implementation efforts of districts and respond to the needs of the field.
The summary that Jennie is verbally giving for each of these units, is it in the notes section of the powerpoint?	The archived webinar will have audio. There will not be notes in the archived powerpoint.
We have a very high achieving high school district - primarily college prep - and we are leery about moving away from what has been successful. We want our students to be ready for PAARC assessment, but we also want to prepare them to do that 60-questions-in-60-minutes ACT format that colleges still require. How would you suggest that a district move toward PAARC without losing the excellent system of ACT prep we have in place?	If districts implement the common state standards with fidelity and integrity then performance on PARCC will be insured.
One of the questions you just read said that the 2014 ISAT will be 100% Common Core. Is that true - next year's ISAT?	Yes
Will traditional curriculum eventually be dropped at high school level?	This is a LEA decision. A district may choose to implement and assess either the Traditional or the Integrated pathway. These are the only two models that will continue to be supported.

Questions	Answers
So these units include resources?	These units will include resources. In June, a committee is meeting to develop sample tasks and lessons.
Does this plan address "lower level students?	Look at the prerequisite expectations for the units. These will be a guideline for scaffolding students who struggle. Also look at the progression documents citations to see the scaffolding. You may wish to read the progression document for the grades prior to gain a better understanding of the standards that lead to the grade level expectations.
How do you see an honors track fitting in?	No content is skip-able, but students can certainly progress through content at a faster pace, or enrich content by folding in extension opportunities from the advanced skills & concepts portion on the unit framework.
Is either Grade 7 or 8 an accelerated version?	It is possible to accelerate by compacting curriculum. The writers' recommendation is to compact 3 years into 2 years or 4 years into 3 years.
What provisions are made to accelerate capable students? We currently have many students completing Alg2 Honors in 8th grade.	No content is "skip-able"—this includes conceptual understanding, procedural skill & fluency, and application expectations. Therefore, it is important to re-examine current courses to make sure that they include ALL expectations of the CCSS. However, students can progress through content at an accelerated pace as long as they are demonstrating mastery on all 3 aspects of rigor. This is done through curriculum compacting. Also, (+) level standards can be folded into Math 3, thereby including Pre-Calculus content so that students who complete the course will be prepared for Calculus. (See the Advanced Skills & Concepts portion on each unit.)
How should curriculum be adapted for students that are severely behind schedule?	Students who are behind will need to fill gaps in conceptual understanding prior to working on grade level expectations. Look at the prerequisite standards as well as the progression documents for guidance.
What should be taught to students entering high school at a 5th / 6th grade level? What should be done with students who fail -	Students who are behind will need to fill gaps in conceptual understanding prior to working on grade level expectations. Look at the

Questions	Answers
do they move on to the next course?	prerequisite standards as well as the progression documents for guidance.
Are there ideas for advancing high level students through an integrated pathway?	This can be done through curriculum compacting. For example, you can compact 6th, 7th and 8th into 2 years and Math 1, Math 2 and Math 3 over 2 years.
As far as the Algebra 2 units in high school, exponential functions are listed in the standards within Unit 1 but the fundamental standards for exponential functions are in Unit 3. So is it possible that some parts of standards in Unit 1 are intended to be covered along with Unit 3.	Yes. Standards are addressed in multiple units because they represent multiple types of functions.
Should we base and create a curriculum guides in order to the units listed in these scopes and sequences?	These are intended as a guide. Your district can choose to follow this plan, or modify it.
When creating pacing guides as we align our curriculum, where should we start?	Start with the scope and sequences. Pacing guides should not be rigid. They should be realistic guidelines. You may need to modify timing based on the population's needs. Keep in mind that the most essential idea is focus. Without focus, you will not have coherence or rigor.
Will we eventually see Geometry more in the middle school versus high school?	The Geometry standards are present in all grade levels K-8 as well as in each High School Integrated Course.
How did you decide which standards were critical vs. supporting or additional?	We did not decide this. The information came from the writers of the standards, who prioritized these expectations by cluster. Those cluster prioritizations are used in the PARCC Model Content Frameworks.
Can you reiterate the plan for 8th grade Alg1/Math 1 or 8th grade Geometry/Math 2 scenarios?	The writers' recommendation has been to condense 3 years into 2—not 2 years into 1, and not to skip any years. Therefore it has been proposed to do Units 1-8 of 6th grade and 1-4 of 7th grade in an accelerated 6th grade, Units 5-8 of 7th grade and Units 1-8 of 8th grade in an accelerated 7th grade. Then the accelerated 8th grade students would take Math 1.
How do we transition at the high school level for students who have not yet had a CCSS aligned curriculum?	You're in the same situation as the majority of teachers in grades 2-8. Everyone must determine student needs based upon priority expectations and fill in gaps so that students will be successful in making the transition. Keep in mind that the writers have clearly stated "No

Questions	Answers
	content is skip-able." We may need extended blocks for mathematics instruction to have time for filling gaps in concepts.
Can you define the modes of representation?	Manipulative, Pictures, Written Symbols, Tables/Charts, Oral/Written Language, Real-World Situations
What resource do you suggest for Algebra 1 or Math 1?	Illustrative Mathematics gives examples of the standards. You can examine resources from a variety of sources, such as the Noyce Foundation Tasks, the Mathematics Assessment Project.
How is high school algebra different from 8th grade pre-algebra/algebra?	High school Algebra expectations build upon the 8th grade expectations. For example, 8th grade begins the study of functions conceptually by studying what is and is not a function, and then works procedurally with the primary focus on working with linear functions. High school builds upon this in the function progression, working with linear and exponential in Math 1, Quadratic, Linear and Exponential in Math 2, and adding Logarithmic, Trigonometric and Polynomial in Math 3.
Was www.commoncoresheets.com created by the committee who created the standards?	Absolutely not. These are strictly worksheets. I don't think these represent the mathematical practice standards consistently.
What tools would you suggest we use to assess fidelity of implementation for core instruction?	Classroom walkthroughs that look at the use of the practices and multiple modes of representation, assessment data that looks at conceptual, procedural and application tasks. (For example, observation checklists, rich tasks with rubrics, self assessments, etc.)
What about Agile Mind for high school? PARCC is using their toolkit. It's very closely aligned.	One weakness we saw in the CCSS Toolbox units was a lack of explanation of the 8 mathematical practices. We felt that these needed clarification based upon what we learned from the EQuIP Quality Review work. Also, Agile Mind was a model for Traditional that was developed before the PARCC November 2012 frameworks were finalized.
For the unit time frames, what assumption did you make in terms of length of individual classes and meetings/week?	We estimated 45-60 minute periods each day, with the understanding that some students may require more instructional time to fill gaps during the transition. These units are based upon the actual grade level expectations.
Please address the sequence for 8th grade offering Algebra.	The writers' recommendation has been to condense 3 years into 2—not

Questions	Answers
How does this affect the 6th and 7th grade courses?	2 years into 1, and not to skip any years. Therefore it has been proposed to do Units 1-8 of 6^{th} grade and 1-4 of 7^{th} grade in an accelerated 6^{th} grade, Units 5-8 of 7^{th} grade and Units 1-8 of 8^{th} grade in an accelerated 7^{th} grade. Then the accelerated 8^{th} grade students would take Math 1. It is important to note that some Algebra 1 content is already included in the 8^{th} grade standards.
You mentioned how Geometry has changed in both pathways; can you mention how Algebra has made significant changes as well?	The best resource for this is a document from NCSM. Historically, Algebra 1 content involved a great deal of work with graphing and representing simple algebraic equations and inequalities. This included communicating algebraically, numerically, graphically and verbally regarding real-world problems. Students spent much time learning about linear functions and slope. They would represent and solve multistep linear equations and inequalities with rational coefficients and also represent and solve systems of linear equations. All of this content (as well as some other content) is now in the Middle School standards. Students in Algebra 1 will now take on some content that was historically in Algebra 2, for example: completing the square, graphing square root, cube root, piecewise, step, absolute value and polynomial functions, fitting a function to data for linear, quadratic and exponential models, constructing proofs that relate to solving systems of equations, identifying key features of graphs of functions…and there's more. The key is not just that students can do all of these things, but that they can connect all of these representations to real-world contexts in order to solve problems and construct viable arguments to explain their methodologies. This focus on reasoning, proof and real-world connections is a shift that must be made—regardless of the pathway.
What aligned text materials are available for Math 1, 2, 3?	I wish I could tell you that there was a text that started with the standards and built its program around them. I have not seen one as of yet.
Is technology used in the units?	Technology will be a part of the lesson samples.
How does this model address RTI?	The same way any core curriculum is the foundation for RtI. This model

Questions	Answers
	is the Tier 1.
Can you identify which states' work was utilized when developing?	We examined various resources from Arizona, Georgia, North Carolina, New York, Colorado, Utah as well as the Dana Center sequences. All of these were developed prior to the November, 2012 release of the PARCC model content frameworks—which was our foundational document.
If districts have developed lessons based on the Dana Scope and Sequence would you recommend a shift to this document or continue with the CCSSToolbox?	I would recommend shifting to this because it is based upon the final release of the PARCC Model Content Frameworks.
What type of textbook should be used at the high school level?	I think the best textbooks for Common Core are yet to be determined.
If you still have the old textbooks which are segregated by subject how should you be developing your curriculum?	We have actually been dissecting our resources by examining them, aligning them to standards, matching them to our units and considering the level of rigor alignment to determine the appropriate sequence for addressing the resources within a unit. Sometimes we find some gems; and other times we find that developing from scratch makes for richer experiences.
If you are using the traditional model, where do you find the lesson units?	The ISBE Model does not currently have a traditional sequence of units.
Does the committee recommend acceleration at the K-5 level? If so, would it be the same curriculum compacting at the elementary level?	It would only be for special cases. For the level of rigor to be appropriate, we need to make sure we do not rush students through conceptual development to get to procedures. Otherwise they struggle in application and develop gaps in understanding.
Have you found any materials/resources/textbooks that support these units?	Some resources match the philosophy of these units, but no one series has it all.
Can you discuss leveled classes at the middle school?	Leveling decisions should be done based upon pre-assessment data that is based upon the standards. Just because a student has a pattern of success, does not mean that the student should be accelerated. No content is “skip-able.” So, determine if students already have the balance of rigor (concepts, procedures and applications) before assuming it is safe to skip it.
What would be the best way to get appropriate materials for	A committee is being assembled to create model tasks and lessons in

Questions	Answers
these standards or units or will each district have to develop their own?	June. These can be used for instruction and assessment and also to help create other tools.
Are there any diagnostic tests to give prior to the units?	Not yet.
How important is following the sequence for the units?	The sequence was developed to respect the guidance offered by the progression documents and the prioritization of the standards. We feel there is a coherent flow to these sequences. Your district may determine that a different sequence is more appropriate for your population and are welcome to modify.
Should these units be taking the place of a district's curriculum map?	They were developed as a guide. Your district can choose to use these in that manner.
Will you be developing assessments to go with all of the Units that have been developed?	Yes
We like many schools are looking to go 1:1 in the very near future? What are some recommended electronic resources? Are there any electronic textbooks that are recommended?	ISBE does not recommend textbooks. This is a LEA decision.
When you say sample lessons? How many sample lessons are we talking about?	Our goal is to eventually have 1 per unit. Quality work takes time.
Are the units the same from state to state?	No. The standards are the same, but the units can be developed in multiple ways.
Is it expected that all 8th graders take Algebra?	The 8th grade standards include many Algebra expectations, but what are considered the historic Algebra 1 concepts are not completed in 8th grade in this model. They continue into Math 1.
I struggle as a principal to determine which documents I should read, and which documents I should simply be aware of. What is the best way I can support the work of my teachers during the adoption process?	These units are meant to be a guide for teachers and administrators. The progression documents and standards are the best guidance from the standards writers. These units are based upon our understanding of both of those tools. In particular the section on the mathematical practices in each unit can be helpful when determining how mathematics should look and sound in the classroom.
In one of the Common Core appendices, there are standards for accelerated math courses in 7th and 8th grade. Will you be creating curriculum models for those courses also?	The writers' recommendation has been to condense 3 years into 2—not 2 years into 1, and not to skip any years. Therefore it has been proposed to do Units 1-8 of 6th grade and 1-4 of 7th grade in an

Questions	Answers
	accelerated 6th grade, Units 5-8 of 7th grade and Units 1-8 of 8th grade in an accelerated 7th grade. Then the accelerated 8th grade students would take Math 1.
How well does this model curriculum match PARCC assessments?	We based the course sequences on the PARCC Model Content Frameworks. Everything is color-coded in accordance with the PARCC expectations.
What would you tell your teachers who are hoping to work on K-5 lessons when the units will not be completed until hopefully late June?	We will release the model units for K-5 as soon as we can have them reviewed and edited. Quality work takes time.
Could you put a link on the website where you can download all of the units for each grade level in one click, instead of having to download each unit separately?	We are checking with IT to see if this is possible.
We'll be looking at print and online curriculum options this next year. Do you have recommendations on materials to include in our review?	Connected Mathematics has many examples of the mathematical practices aligned to content that would be appropriate for middle school.
Is it possible to use the integrated units for traditional?	You are welcome to rearrange the units.
Are the units laid out in a suggested progression? i.e. Unit 1 - Unit 2…so forth	Yes.
So at this point is it safe for 8th grade teachers to teach the 8th grade standards and then Math 1 to the advanced? Or is that going to conflict with the high school?	I think it is critical for pre-assessment of 8th grade expectations prior to assuming that students are ready for Math 1 in an advanced section. Remember, no content is "skip-able."

Questions during the Webinar	Answers Given
Where is your model curriculum document located?	The curriculum is available on the ISBE website at: http://www.isbe.net/common_core/htmls/math-models.htm
Where do we find this chart (Illinois scope and sequence 6th grade math with timeline)?	This presentation will be available on the ISBE website at: http://www.isbe.net/common_core/htmls/math-models.htm
What is WIDA Standard? What does WIDA stand for?	WIDA stands for - World Class Instructional Design and Assessment from

	the Center for English Language Learners
Are there elementary units, specifically 5th grade?	K-5 units are to be developed this summer.
What do the color codes stand for?	Green – Priority (spend 70% of your time); Yellow – Additional (spend 20% of your time); Blue – Supportive (spend 10% of your time)
Who should districts contact if they have questions?	Roxanne Filson, rfilson@isbe.net; Diane Beedy, dibeedy@isbe.net; or Jennie Winters, jwinters@lake.k12.il.us
Could you please provide us with the Arizona address?	http://ime.math.arizona.edu/progressions/
Are we to assume no model curriculum will be developed for the traditional pathway - AlgI, Geom., AlgII?	At this time we are unsure whether a traditional model will be developed by ISBE. However, districts may choose either model to implement.
Like the layout of the Scope & Sequence. Will this webinar be available (audio incl) after this presentation? Would like others in my district to view it and have time for professional conversation.	This presentation will be available on the ISBE website later this week at: http://www.isbe.net/common_core/htmls/math-models.htm