

Transitioning from the Indiana Academic Standards (IAS) to the Common Core State Standards (CCSS): Assessment Guidance

Opportunity to Learn

From an assessment perspective, transitioning to the CCSS necessitates a focus on “Opportunity to Learn.” Opportunity to Learn (OTL) refers to equitable conditions or circumstances within the school or classroom that promote learning for all students. OTL includes curricula, learning materials and instructional experiences. In short, OTL supports student success by ensuring student access to both content and instruction.

Opportunity to Learn is both a moral imperative and an ethical responsibility on the part of educators. “Using OTL standards as a guide, students can measure whether they have a realistic shot at learning the subjects the state requires and whether they will have a fair chance to compete for college,” (UCLA’s Institute for Democracy, Education, & Access, 2003).

Indiana teachers have a two-fold obligation with regard to OTL. First, teachers must provide students with OTL for Indiana Academic Standards and Indicators that are assessed in the classroom and on ISTEP+. Second, and just as important, teachers must provide OTL in terms of the CCSS content that students must learn in preparation for college and careers, as measured by the new CCSS assessments.


Assessing Student Learning














In an effort to empower teachers and assist with the transition to CCSS, the Office of Student Assessment has created “Assessment Guidance” documents for grades 3-8. All of the Indiana Academic Standards and Indicators represent valuable content, and a number of those Indicators are assessed on ISTEP+. Other Indicators are best assessed in the classroom through a variety of assessment methods, including teacher observation, student presentations, and teacher-developed quizzes and tests. The Indicators assessed on ISTEP+ are identified on the documents with a “✓”; those assessed in the classroom are acknowledged with a clipboard symbol (☐).

Emphasis on Instruction

The Assessment Guidance also communicates instructional priorities with regard to the CCSS. Specific content that has been identified as *essential* for building the foundational skills required in the CCSS is incorporated at each grade level. The OTL for this essential content only exists at the particular grade level in the school year designated. If essential content is not taught, students will experience a gap in learning. As there is risk to future learning if essential content is not taught and learned, it is important to note that **mastery of essential content is critical**. The instructional priorities play a key role in student success on the CCSS accountability assessments, which begin in 2014-15.

Assessment Guidance 2011-12
English/Language Arts – Grade 5

✓ = ISTEP+
 = Classroom Assessment

Standard 1 Vocabulary		Standard 2 Informational Text		Standard 3 Literary Text		Standard 4 Writing Process		Standard 5 Writing Applications		Standard 6 Language Conventions	
5.1.1		5.2.1	✓	5.3.1	✓	5.4.1		5.5.1	✓	5.6.1	✓
5.1.2	✓	5.2.2	✓	5.3.2	✓	5.4.2		5.5.2		5.6.2	✓
5.1.3	✓	5.2.3	✓	5.3.3	✓	5.4.3		5.5.3		5.6.3	✓
5.1.4	✓	5.2.4	✓	5.3.4	✓	5.4.4	✓	5.5.4	✓	5.6.4	✓
5.1.5	✓	5.2.5	✓	5.3.5	✓	5.4.5		5.5.5	✓	5.6.5	✓
5.1.6	✓	5.2.6		5.3.6	✓	5.4.6		5.5.6	✓	5.6.6	✓
				5.3.7	✓	5.4.7	✓	5.5.7		5.6.7	✓
				5.3.8	✓	5.4.8	✓			5.6.8	✓
						5.4.9					
						5.4.10					
						5.4.11					

Instructional Notes:

Common Core State Standards (CCSS)
2011-12 Instructional Priorities
Grade 5

All of the CCSS represent essential content that must be taught in English/Language Arts to avoid gaps in student learning. The following examples illustrate content that must be mastered to ensure student success.

1. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts at the high end of the grades 4-5 text complexity band independently and proficiently (5.RI.10) / By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 4-5 text complexity band independently and proficiently. (5.RL.10) See ICCSS Appendix B: Text Exemplars and Sample Performance Tasks:
http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/commonCoreEnglish/Appendix_B_All.pdf
2. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5.RI.1, 5.RL.1) *Note: This extends IAS 5.2.3 and 5.2.4.*
3. Research:
 - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (5.W.7)
 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (5.W.8)
 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact].”).
 - b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s].”). (5.W.9)
4. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - a. Introduce the topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
 - b. Provide logically ordered reasons that are supported by facts and details.
 - c. Link opinions and reasons using words, phrases, and clauses (e.g., consequently, specifically).
 - d. Provide a concluding statement or section related to the opinion presented. (5.W.1)