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
Mathematics – Grade 4

✓ = ISTEP+

📋 = Classroom Assessment

Standard 1 Number Sense		Standard 2 Computation		Standard 3 Alg. & Functions		Standard 4 Geometry		Standard 5 Measurement		Standard 6 Data & Prob.		Standard 7 Prob. Solving	
4.1.1	✓	4.2.1	✓	4.3.1	✓	4.4.1	✓	4.5.1	✓	4.6.1	✓	4.7.1	✓
4.1.2	✓	4.2.2	✓	4.3.2	✓	4.4.2	✓	4.5.2	✓	4.6.2	✓	4.7.2	✓
4.1.3	✓	4.2.3	✓	4.3.3	✓	4.4.3	✓	4.5.3	✓	4.6.3	✓	4.7.3	✓
4.1.4	✓	4.2.4	✓	4.3.4	✓	4.4.4	✓	4.5.4	✓			4.7.4	✓
4.1.5	✓	4.2.5	✓	4.3.5	✓	4.4.5	✓	4.5.5	✓			4.7.5	✓
4.1.6	✓	4.2.6	✓	4.3.6	✓	4.4.6	📋	4.5.6	✓			4.7.6	📋
4.1.7	✓	4.2.7	📋	4.3.7	✓			4.5.7	✓			4.7.7	📋
4.1.8	✓	4.2.8	✓	4.3.8	✓			4.5.8	📋			4.7.8	✓
4.1.9	✓	4.2.9	📋					4.5.9	✓			4.7.9	✓
		4.2.10	✓					4.5.10	✓			4.7.10	📋
		4.2.11	📋										
		4.2.12	📋										

Instructional Notes:

The following content is essential for building the foundational skills required in the CCSS. <u>*Mastery*</u>
<u>*of this content is critical to avoid gaps in student learning*</u>*. In addition, a focus on the* **Mathematical**
Practices *is imperative to ensure student success.*

1. Use place value understanding to round multi-digit whole numbers (limited to whole numbers less than or equal to 1,000,000), to any place. (CCSS 4.NBT.3) *Note: This extends IAS 4.1.3 from whole numbers to 10,000 to whole numbers to 1,000,000.*

2. Introduce multiplying a whole number of up to four digits by a one-digit whole number and multiplying two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (CCSS 4.NBT.5) *Note: This extends IAS 4.2.5 from multiplying numbers up to 100 by numbers up to 10 to multiplying numbers up to 4 digits by 1-digit numbers and also multiplying 2-digit by 2-digit numbers.*

3. Understand a fraction as a number on the number line; represent fractions (limited to denominators of 2, 3, 4, 6) on a number line diagram. (CCSS 3.NF.2) *Note: Extends IAS 3.1.8, 3.1.9, 3.1.10, 3.3.7 in terms of the conceptual understanding and representation of fractions and the use of the number line.*
   - Represent a fraction 1/*b* on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into *b equal* parts. Recognize that each part has size 1/*b* and that the endpoint of the part based at 0 locates the number 1/*b* on the number line. (CCSS 3.NF.2a)

4. Understand a fraction *a/b* with *a* > 1 as a sum of fractions 1/*b.* (CCSS 4.NF.3) *Note: Extends the concepts in IAS 4.1.5, 4.1.6, 4.1.7, 4.2.8.*
   - Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. (CCSS 4.NF.3a)
   - Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.* (CCSS 4.NF.3b)
   - Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
   - Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
   - Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. (CCSS 4.NF.3c) *Note: Extends the concepts in IAS 4.1.5, 4.1.6, 4.1.7, 4.2.8.*

5. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model. (CCSS 4.NF.7)