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 8

✓ = 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	
8.1.1	✓	8.2.1	✓	8.3.1	✓	8.4.1	✓	8.5.1	✓	8.6.1	✓	8.7.1	✓
8.1.2	✓	8.2.2	✓	8.3.2	✓	8.4.2	📋	8.5.2	✓	8.6.2	✓	8.7.2	✓
8.1.3	📋	8.2.3	📋	8.3.3	✓	8.4.3	📋	8.5.3	✓	8.6.3	✓	8.7.3	✓
8.1.4	✓	8.2.4	📋	8.3.4	✓	8.4.4	✓	8.5.4	✓	8.6.4	✓	8.7.4	✓
8.1.5	✓			8.3.5	✓	8.4.5	✓	8.5.5	✓	8.6.5	✓	8.7.5	✓
8.1.6	✓			8.3.6	✓					8.6.6	✓	8.7.6	✓
8.1.7	✓			8.3.7	✓							8.7.7	✓
				8.3.8	✓							8.7.8	📋
				8.3.9	✓							8.7.9	✓
				8.3.10	📋							8.7.10	✓
												8.7.11	✓
												8.7.12	📋

Instructional Notes:

Common Core State Standards (CCSS)
2011-12 Instructional Priorities
Grade 8

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

1. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. *For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.* (CCSS 8.EE.5) *Note: This extends IAS 8.3.5, 8.3.6, 8.3.7.*

2. Solve linear equations in one variable. (CCSS 8.EE.7)
   - Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers). (CCSS 8.EE.7a) *Note: This extends IAS 8.3.1.*

3. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). (CCSS 8.F.2) *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change. Note: This is an extension of IAS 8.3.8.*