

## **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 3**

✓ = 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	
3.1.1	✓	3.2.1	✓	3.3.1	✓	3.4.1	☒	3.5.1	✓	3.6.1	☒
3.1.2	✓	3.2.2	✓	3.3.2	✓	3.4.2	☒	3.5.2	✓	3.6.2	✓
3.1.3	☒	3.2.3	✓	3.3.3	✓	3.4.3	✓	3.5.3	✓	3.6.3	✓
3.1.4	✓	3.2.4	✓	3.3.4	✓	3.4.4	✓	3.5.4	✓	3.6.4	✓
3.1.5	☒	3.2.5	✓	3.3.5	☒	3.4.5	☒	3.5.5	✓	3.6.5	✓
3.1.6	✓	3.2.6	✓	3.3.6	✓	3.4.6	✓	3.5.6	✓	3.6.6	✓
3.1.7	✓	3.2.7	✓	3.3.7	✓	3.4.7	☒	3.5.7	☒	3.6.7	✓
3.1.8	✓	3.2.8	✓	3.3.8	✓	3.4.8	✓	3.5.8	☒	3.6.8	✓
3.1.9	✓	3.2.9	✓			3.4.9	✓			3.6.9	✓

*Instructional Notes:*

**Common Core State Standards (CCSS)**  
**2011-12 Instructional Priorities**  
**Grade 3**

*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 2-3 text complexity band independently and proficiently. (3.RI.10) / By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. (3.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](http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/commonCoreEnglish/Appendix_B_All.pdf)
2. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3.RI.1, 3.RL.1) *Note: This extends IAS 3.2.2 and 3.2.3.*
3. Research:
  - Conduct short research projects that build knowledge about a topic. (3.W.7)
  - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (3.W.8)
4. Write opinion pieces on topics or texts, supporting a point of view with reasons.
  - a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
  - b. Provide reasons that support the opinion.
  - c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
  - d. Provide a concluding statement or section. (3.W.1)

**Assessment Guidance 2011-12**  
**English/Language Arts – Grade 4**

✓ = 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	
4.1.1	📄	4.2.1	✓	4.3.1	✓	4.4.1	📄	4.5.1	✓	4.6.1	📄
4.1.2	✓	4.2.2	📄	4.3.2	✓	4.4.2	📄	4.5.2	📄	4.6.2	✓
4.1.3	✓	4.2.3	✓	4.3.3	✓	4.4.3	📄	4.5.3	📄	4.6.3	📄
4.1.4	✓	4.2.4	📄	4.3.4	✓	4.4.4	📄	4.5.4	📄	4.6.4	✓
4.1.5	✓	4.2.5	✓	4.3.5	✓	4.4.5	📄	4.5.5	✓	4.6.5	✓
4.1.6	✓	4.2.6	✓	4.3.6	✓	4.4.6	✓	4.5.6	✓	4.6.6	✓
4.1.7	✓	4.2.7	✓	4.3.7	✓	4.4.7	📄			4.6.7	✓
		4.2.8	✓			4.4.8	✓			4.6.8	✓
		4.2.9	✓			4.4.9	📄				
						4.4.10	✓				
						4.4.11	📄				
						4.4.12	✓				

***Instructional Notes:***

**Common Core State Standards (CCSS)**  
**2011-12 Instructional Priorities**  
**Grade 4**

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, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (4.RI.10) / By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (4.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](http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/commonCoreEnglish/Appendix_B_All.pdf)
2. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (4.RI.1, 4.RL.1) *Note: This extends IAS 4.2.3.*
3. Research:
  - Conduct short research projects that build knowledge through investigation of different aspects of a topic (4.W.7).
  - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (4.W.8)
  - Draw evidence from literary or informational texts to support analysis, reflection, and research.
    - a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
    - b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text.”). (4.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 related ideas are grouped to support the writer’s purpose.
  - b. Provide reasons that are supported by facts and details.
  - c. Link opinions and reasons using words and phrases (e.g., for instance, in order to, in addition).
  - d. Provide a concluding statement or section related to the opinion presented. (4.W.1)

**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](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)

**Assessment Guidance 2011-12**  
**English/Language Arts – Grade 6**

✓ = 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	
6.1.1	📄	6.2.1	✓	6.3.1	✓	6.4.1	📄	6.5.1	✓	6.6.1	✓
6.1.2	✓	6.2.2	✓	6.3.2	✓	6.4.2	✓	6.5.2	✓	6.6.2	✓
6.1.3	✓	6.2.3	✓	6.3.3	✓	6.4.3	✓	6.5.3	📄	6.6.3	✓
6.1.4	✓	6.2.4	✓	6.3.4	✓	6.4.4	📄	6.5.4	✓	6.6.4	✓
6.1.5	✓	6.2.5	✓	6.3.5	✓	6.4.5	📄	6.5.5	✓	6.6.5	✓
		6.2.6	✓	6.3.6	✓	6.4.6	📄	6.5.6	✓	6.6.6	✓
		6.2.7	✓	6.3.7	✓	6.4.7	📄	6.5.7	✓		
		6.2.8	✓	6.3.8	✓	6.4.8	✓	6.5.8	✓		
		6.2.9	✓	6.3.9	✓	6.4.9	📄				
						6.4.10	✓				

***Instructional Notes:***

**Common Core State Standards (CCSS)**  
**2011-12 Instructional Priorities**  
**Grade 6**

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 literary nonfiction in grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range (6.RI.10) / By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (6.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](http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/commonCoreEnglish/Appendix_B_All.pdf)

2. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (6.RI.1, 6.RL.1) *Note: This extends IAS 6.2.6 and 6.2.7.*
3. Research:
  - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (6.W.7)
  - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (6.W.8)
  - Draw evidence from literary or informational texts to support analysis, reflection, and research.
    - a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics.”).
    - b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.”). (6.W.9)
4. Write arguments to support claims with clear reasons and relevant evidence.
  - a. Introduce claim(s) and organize the reasons and evidence clearly.
  - b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
  - c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
  - d. Establish and maintain a formal style.
  - e. Provide a concluding statement or section that follows from the argument presented. (6.W.1)

Note: This extends IAS 6.5.5.

**Assessment Guidance 2011-12**  
**English/Language Arts – Grade 7**

✓ = 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	
7.1.1	✓	7.2.1	✓	7.3.1	☒	7.4.1	☒	7.5.1	✓	7.6.1	✓
7.1.2	✓	7.2.2	☒	7.3.2	✓	7.4.2	✓	7.5.2	✓	7.6.2	✓
7.1.3	✓	7.2.3	✓	7.3.3	✓	7.4.3	✓	7.5.3	☒	7.6.3	✓
		7.2.4	✓	7.3.4	✓	7.4.4	☒	7.5.4	✓	7.6.4	✓
		7.2.5	✓	7.3.5	✓	7.4.5	✓	7.5.5	✓	7.6.5	✓
		7.2.6	☒	7.3.6	☒	7.4.6	☒	7.5.6	✓	7.6.6	✓
		7.2.7	✓	7.3.7	✓	7.4.7	☒	7.5.7	✓	7.6.7	✓
		7.2.8	✓	7.3.8	✓	7.4.8	✓			7.6.8	✓
		7.2.9	✓	7.3.9	✓	7.4.9	✓			7.6.9	✓
		7.2.10	✓			7.4.10	✓			7.6.10	✓

***Instructional Notes:***

**Common Core State Standards (CCSS)**  
**2011-12 Instructional Priorities**  
**Grade 7**

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 literary nonfiction in grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (7.RI.10) / By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (7.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](http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/commonCoreEnglish/Appendix_B_All.pdf)
2. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (7.RI.1, 7.RL.1) *Note: This extends IAS 7.2.6.*
3. Research:
  - Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions to further research and investigation. (7.W.7)
  - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (7.W.8)
  - Draw evidence from literary or informational texts to support analysis, reflection, and research.
    - a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.”).
    - b. Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.”). (7.W.9)
4. Write arguments to support claims with clear reasons and relevant evidence.
  - a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented. (7.W.1)

**Assessment Guidance 2011-12**  
**English/Language Arts – Grade 8**

✓ = 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	
8.1.1	✓	8.2.1	✓	8.3.1	✓	8.4.1	📄	8.5.1	✓	8.6.1	✓
8.1.2	📄	8.2.2	✓	8.3.2	✓	8.4.2	✓	8.5.2	✓	8.6.2	✓
8.1.3	✓	8.2.3	📄	8.3.3	📄	8.4.3	✓	8.5.3	📄	8.6.3	✓
		8.2.4	✓	8.3.4	✓	8.4.4	📄	8.5.4	✓	8.6.4	✓
		8.2.5	📄	8.3.5	✓	8.4.5	📄	8.5.5	📄	8.6.5	✓
		8.2.6	📄	8.3.6	✓	8.4.6	📄	8.5.6	✓	8.6.6	✓
		8.2.7	✓	8.3.7	✓	8.4.7	✓	8.5.7	✓	8.6.7	✓
		8.2.8	✓	8.3.8	✓	8.4.8	✓			8.6.8	✓
		8.2.9	✓			8.4.9	✓				
						8.4.10	✓				
						8.4.11	✓				

***Instructional Notes:***

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

*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 literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently (8.RI.10) / By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently. (8.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](http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/commonCoreEnglish/Appendix_B_All.pdf)
2. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (8.RI.1, 8.RL.1) *Note: This extends IAS 8.2.9.*
3. Research:
  - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (8.W.7)
  - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (8.W.8)
  - Draw evidence from literary or informational texts to support analysis, reflection, and research.
    - a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on theme, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.”).
    - b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.”). (8.W.9)
4. Write arguments to support claims with clear reasons and relevant evidence.
  - a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented. (8.W.1)