

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

Opportunity to Learn

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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 3

✓ = ISTEP+

📎 = Classroom Assessment

Standard 1 Number Sense		Standard 2 Computation		Standard 3 Alg. & Functions		Standard 4 Geometry		Standard 5 Measurement		Standard 6 Problem Solving	
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	📎			3.4.8	✓	3.5.8	📎	3.6.8	✓
3.1.9	✓					3.4.9	📎	3.5.9	✓	3.6.9	📎
3.1.10	✓					3.4.10	📎	3.5.10	✓		
3.1.11	✓							3.5.11	✓		
3.1.12	✓							3.5.12	✓		
3.1.13	✓										
3.1.14	📎										
3.1.15	✓										

Instructional Notes:

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

*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. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. (CCSS 3.OA.1) *Note: This extends IAS 3.2.2 in the interpretation of the meaning of multiplication.*
2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.* (CCSS 3.OA.2) *Note: This extends IAS 3.2.3 in the interpretation of the meaning of division.*
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. Compare two fractions with the same numerator or the same denominator by reasoning about their size (limited to the denominators 2, 3, 4, 6, and 8). Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$. (CCSS 3.NF.3d) *Note: This is an extension of IAS 3.1.10 to include symbols for comparison.*
5. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). (CCSS 3.MD.6) *Note: This extends IAS 3.5.4 to include the use of units.*

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Assessment Guidance 2011-12
Mathematics – Grade 4

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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:

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

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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 $\frac{1}{b}$ 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 $\frac{1}{b}$ and that the endpoint of the part based at 0 locates the number $\frac{1}{b}$ on the number line. (CCSS 3.NF.2a)
4. Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$. (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:* $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2\frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$. (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. (CCSS 4.NF.3c)
 - 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. (CCSS 4.NF.3d)
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)

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

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Assessment Guidance 2011-12
Mathematics – Grade 5

✓ = ISTEP+

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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	
5.1.1	✓	5.2.1	✓	5.3.1	✓	5.4.1	✓	5.5.1	✓	5.6.1	✓	5.7.1	✓
5.1.2	✓	5.2.2	✓	5.3.2	✓	5.4.2	✓	5.5.2	✓	5.6.2	✓	5.7.2	✓
5.1.3	✓	5.2.3	✓	5.3.3	✓	5.4.3	✓	5.5.3	✓	5.6.3	✓	5.7.3	✓
5.1.4	✓	5.2.4	✓	5.3.4	✓	5.4.4	✓	5.5.4	✓	5.6.4	✓	5.7.4	✓
5.1.5	✓	5.2.5	✓	5.3.5	✓	5.4.5	✓	5.5.5	✓			5.7.5	☒
5.1.6	✓	5.2.6	☒	5.3.6	✓	5.4.6	✓	5.5.6	☒			5.7.6	☒
5.1.7	✓	5.2.7	☒	5.3.7	✓	5.4.7	✓	5.5.7	✓			5.7.7	✓
						5.4.8	☒					5.7.8	✓
						5.4.9	☒					5.7.9	☒

Instructional Notes:

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

*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. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1/10$ of what it represents in the place to its left. (CCSS 5.NBT.1) *Note: This is already in the IAS Grade 5 Map as Learning Target 5.1.3d.*
2. Read, write, and compare decimals to thousandths. (CCSS 5.NBT.3) *Note: Extends IAS 5.1.3 from decimals to 2-decimal places to decimals to 3-decimal places.*
 - Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. (CCSS 5.NBT.3a)
 - Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. (CCSS 5.NBT.3b)
3. Find the area of a rectangle with fractional side lengths. (From CCSS 5.NF.4b) *Note: This extends IN 4.5.4 and 5.5.2 to emphasize fractional side lengths.*
4. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.* (CCSS 5.G.3)

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Assessment Guidance 2011-12
Mathematics Grade 6

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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	
6.1.1	✓	6.2.1	✓	6.3.1	✓	6.4.1	✓	6.5.1	✓	6.6.1	✓	6.7.1	✓
6.1.2	✓	6.2.2	✓	6.3.2	✓	6.4.2	✓	6.5.2	✓	6.6.2	✓	6.7.2	✓
6.1.3	✓	6.2.3	✓	6.3.3	✓	6.4.3	☒	6.5.3	☒	6.6.3	✓	6.7.3	✓
6.1.4	✓	6.2.4	✓	6.3.4	✓	6.4.4	✓	6.5.4	✓	6.6.4	✓	6.7.4	✓
6.1.5	✓	6.2.5	✓	6.3.5	✓	6.4.5	✓	6.5.5	✓	6.6.5	✓	6.7.5	✓
6.1.6	✓	6.2.6	✓	6.3.6	✓	6.4.6	✓	6.5.6	☒	6.6.6	✓	6.7.6	✓
6.1.7	✓	6.2.7	✓	6.3.7	✓	6.4.7	☒	6.5.7	☒			6.7.7	☒
		6.2.8	✓	6.3.8	✓			6.5.8	✓			6.7.8	✓
		6.2.9	☒	6.3.9	✓			6.5.9	✓			6.7.9	✓
		6.2.10	☒					6.5.10	✓			6.7.10	✓
												6.7.11	☒

Instructional Notes:

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

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1. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger." (CCSS 6.RP.2) *Note: this is an extension of IAS 6.2.6.*
2. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed? (CCSS 6.RP.3b)
3. Solve problems involving finding the whole, given a part and the percent. (CCSS 6.RP.3c) *Note: This extends IAS 6.2.8.*
4. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. (CCSS 6.RP.3d)

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**Assessment Guidance 2011-12
Mathematics – Grade 7**

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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	
7.1.1	✓	7.2.1	✓	7.3.1	✓	7.4.1	✓	7.5.1	✓	7.6.1	✓	7.7.1	✓
7.1.2	✓	7.2.2	✓	7.3.2	✓	7.4.2	✓	7.5.2	✓	7.6.2	✓	7.7.2	✓
7.1.3	✓	7.2.3	✓	7.3.3	✓	7.4.3	✓	7.5.3	✓	7.6.3	✓	7.7.3	✓
7.1.4	✓	7.2.4	☒	7.3.4	✓	7.4.4	☒	7.5.4	✓	7.6.4	✓	7.7.4	✓
7.1.5	✓	7.2.5	☒	7.3.5	✓			7.5.5	✓	7.6.5	✓	7.7.5	✓
7.1.6	✓			7.3.6	✓			7.5.6	☒	7.6.6	✓	7.7.6	✓
7.1.7	✓			7.3.7	✓					7.6.7	✓	7.7.7	✓
				7.3.8	✓							7.7.8	☒
				7.3.9	✓							7.7.9	✓
				7.3.10	✓							7.7.10	✓
												7.7.11	✓
												7.7.12	☒

Instructional Notes:

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

*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. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. *For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour. (CCSS 7.RP.1)*
2. Recognize and represent proportional relationships between quantities. (CCSS 7.RP.2)
 - Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. (CCSS 7.RP.2a)
 - Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. (CCSS 7.RP.2b)
 - Represent proportional relationships by equations. *For example, if total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$. (CCSS 7.RP.2c)*
 - Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate. (CCSS 7.RP.2d)

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	✓					8.6.7	✓	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.*