

# Indiana Academic Standards for English Language Arts & Mathematics

*Indiana State Board of Education*

*April 28, 2014*



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State Board of Education is required to  
“adopt college and career readiness  
educational standards by July 1, 2014.”



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# Presentation Goals

- Showcase the undeniable depths and quality in Indiana's process
- Highlight the strengths in the Indiana Academic Standards for English Language Arts and Mathematics



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# Presentation Goals

- Provide Response to Important Themes
  - What makes these standards College and Career Ready?
  - What resources will be created to support students, teachers and students in transition?



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# Indiana's Process

Technical Teams, Advisory Teams, Evaluation Team & College and Career Ready Panel

- **156** Educators & Industry Leaders
- **6000+** Dedicated Hours
- **100** Individuals Testified
- **2,000+** Public Comments
- **7** Independent Reviews



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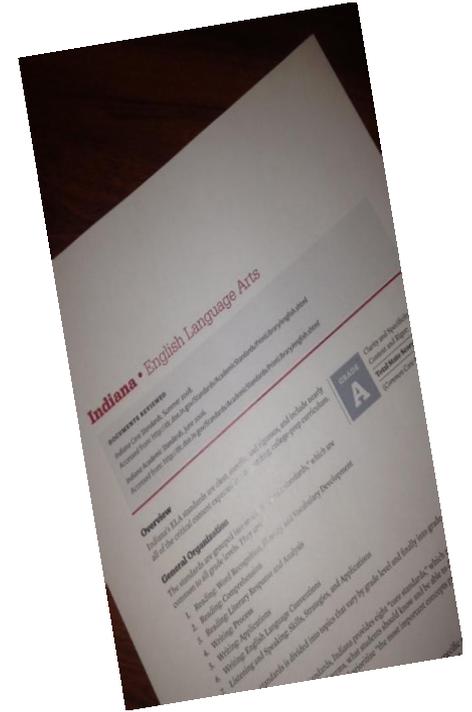
# Evaluation of Multiple Sets of Standards



**NCTE** National Council of  
Teachers of English



IN Academic  
Standards



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# Indiana Experts: Guiding Principles for Standards Review

- Universal knowledge/skills & abilities that Indiana students should know and be able to do in order to be college and career ready.
  - Clear
  - High Rigor
  - Specific but not prescriptive
  - Grade Level Progress



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# In the Weeds of the Process

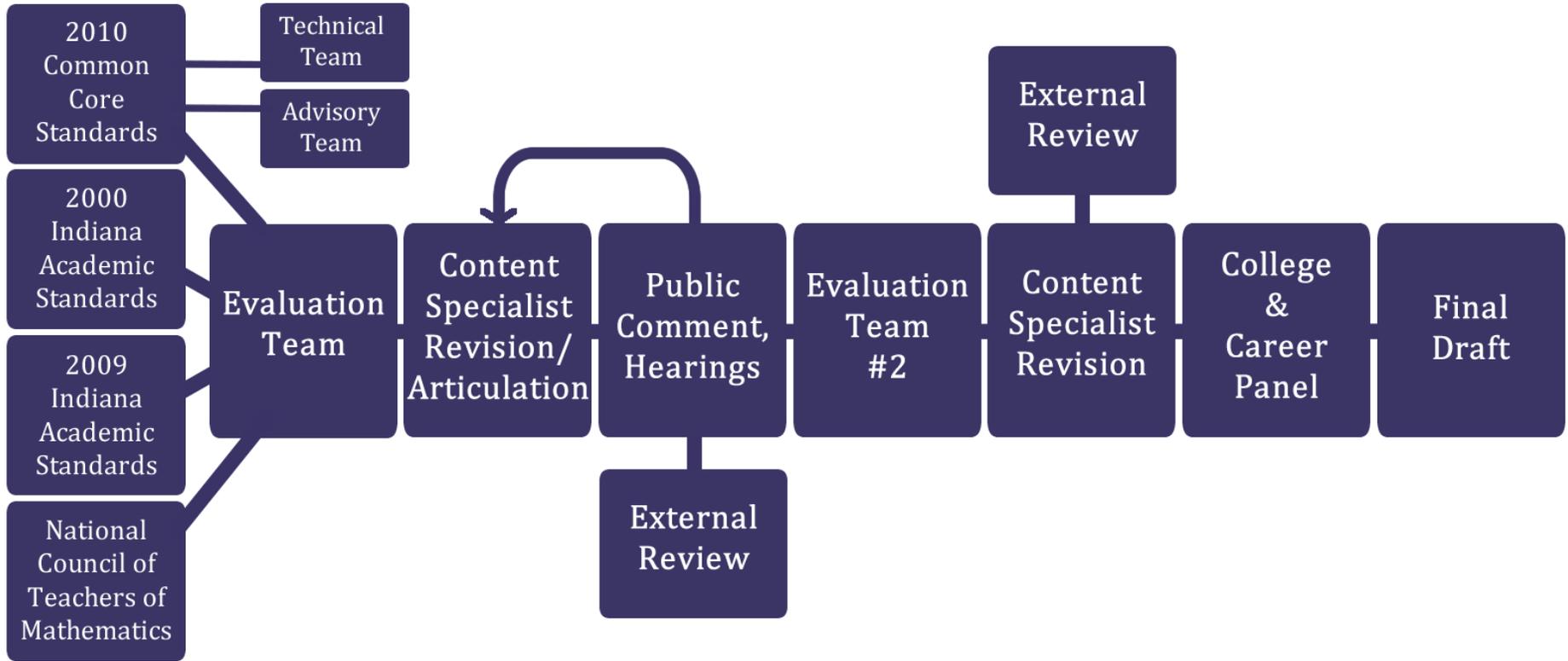


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# How a Standard Became Stronger

## Example: Grade 3 Reading Vocabulary

- Redundant language
- Overly specific
- Unclear
- Overly complex
- Lacking clear grade progression



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# Evolution of a Standard – Grade 3 Reading Vocabulary

## Final Version

- 1 Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words
- 
- 2 Identify relationships among words, including synonyms, antonyms, homographs, homophones, and multiple meaning words (e.g., puzzle, fire)



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# Evolution of a Standard – Grade 3 Reading Vocabulary

## Phase One

- 1 Determine or clarify the meaning of unknown or **multiple-meaning words** and phrases based on **grade 3 reading and content**, choosing flexibly from an array of strategies (CCSS 3.L.4)
- 2 **Use sentence and word context to find the meaning of unknown words (IAS 2006, 3.1.6)**
- 3 **Use sentence-level context as a clue to the meaning of a word or phrase (CCSS 3.L.4a)**
- 4 **Determine the meanings of words** using knowledge of synonyms, antonyms, homophones and homographs (IAS 2006 3.1.4)
- 5 **Identify more difficult multiple-meaning words** (IAS 2006 3.1.9)
- 6 Distinguish shades of meaning among related words that describe states of mind or degrees of uncertainty (CCSS 3.L.5c)



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# Evolution of a Standard – Grade 3 Reading Vocabulary

## Phase Two: Public Comment and Grade to Grade Articulation

1

Determine or clarify the meaning of unknown or **multiple-meaning** words and phrases based on **appropriately complex** content, **choosing flexibly from an array of strategies**:

- use sentence and word context
- use knowledge of synonyms, antonyms, homonyms, and homographs

2

Distinguish **shades of meaning** among related words **that describe states of mind or degrees of uncertainty**



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# Evolution of a Standard – Grade 3 Reading Vocabulary

## Phase Three: Evaluation Teams Reconvene & CCR Panels

Students use **context** and **other strategies** to determine or clarify the meanings of **grade-level appropriate** words (CCSS edited)

Identify relationships among words, including patterns and categories, synonyms, antonyms, homonyms, and **multiple meanings** (Nebraska)



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# Evolution of a Standard – Grade 3 Reading Vocabulary

## Final Version

- 1 Apply context clues (e.g., **word, phrase, and sentence clues**) and text features (e.g., **maps, illustrations, charts**) to determine the meanings of unknown words

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- 2 Identify relationships among words, including synonyms, antonyms, homographs, homophones, and multiple meaning words (e.g., **puzzle, fire**)



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# How a Standard Became Stronger

## Example: Grade 4 Data Analysis

- Redundant language
- Overly complex
- Lacking clear grade progression/not grade appropriate



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# Evolution of a Standard – Grade 4 Data Analysis Standard 1

Final Version

Formulate questions that can be addressed with data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, and bar graphs.



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# Evolution of a Standard – Grade 4 Data Analysis Standard 1

## Phase One

- 1 Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.
- 2
  - Design investigations to address a question and consider how data collection methods affect the nature of the data set.
- 3
  - Collect data using observations, surveys, and experiments.
- 4
  - Represent data using tables and graphs such as line plots, bar graphs, and line graphs.
- 5
  - Recognize the differences in representing categorical and numerical data (NCTM gr 3-5).
- 6 Represent data on a number line in tables, including frequency tables (IAS 4.6.1 2000).
- 7 Interpret data graphs to answer questions about a situation (IAS 4.6.2 2000).



# Evolution of a Standard – Grade 4 Data Analysis Standard 1

## Phase Two

Formulate questions that can be addressed with data and make predictions about the data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, **line graphs**, and bar graphs. Recognize the differences in representing categorical and numerical data.



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# Evolution of a Standard – Grade 4 Data Analysis Standard 1

## Phase Three

Formulate questions that can be addressed with data and **make predictions about the data**. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, and bar graphs. **Recognize the differences in representing categorical and numerical data**.



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# Evolution of a Standard – Grade 4 Data Analysis Standard 1

Final Version

Formulate questions that can be addressed with data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, and bar graphs.



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# Strengths of Indiana Academic Standards 2014

- EVERY source standard evaluated, discussed, edited, rewritten as needed for College and Career readiness
- Review and evaluation process incorporated Hoosier experts (K-12 and higher education), educators, public, national input
- Inclusion of Strong ELA across Content Standards
- Media Literacy Standards
- Individual Math Course Standards
- CTL Alignment
- College and Career Panel Signoff



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# Next Steps

- Indiana Department of Education implementation plans
  - Glossaries, reading exemplar text lists, rubrics that support transitions, designed around local need
  - Personalized Support for Implementation
  - Survey to Guide
  - Clear communication for stakeholder needs



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