Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Indiana College- and Career-Ready Standards

Build the most rigorous academic standards
in the country that will prepare
Hoosier students for college and career
success.

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Achieve Shared Goals

-Utilize the highest standards in the United States

-Prepare Hoosier students for college and career success

-Obtain a waiver from No Child Left Behind

-Maintain Indiana's sovereignty and independence from the federal government

-Effective testing to match our rigorous standards.
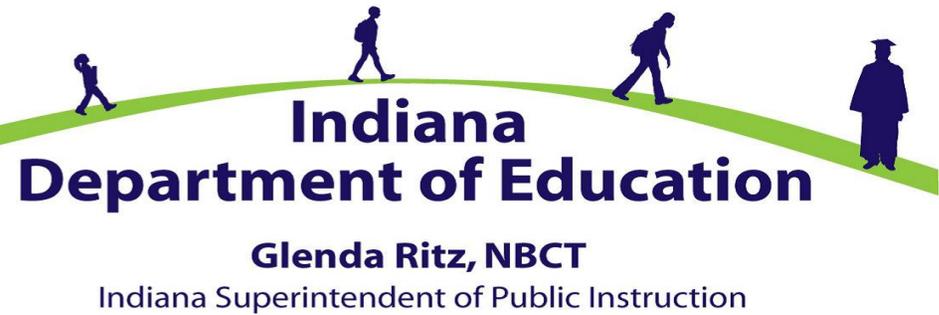
Phase 1 – COMPLETE
Technical Review Committees
Educators of English Language Arts and Mathematics & Curriculum Directors

Indiana Common Core Standards	2009 Indiana Academic Standards	Indiana Academic "Dangler Indicators"

Phase 2-Complete
Advisory Committees
Educators, Higher Education, and Community Representation

Indiana Common Core Standards	2009 Indiana Academic Standards	Indiana Academic "Dangler Indicators"	Review Comments of Technical Cmte. (Phase 1)

Grade Level Standard	Original Language	Technical Team Recommendation Grade Band Consensus (K-2, 3-5, 6-12)	Advisory Team Consensus
		Reading Standards for Literature	
Key Ideas & Details			
K.RL.2	With prompting and support, retell familiar stories, including key details.	With prompting and support, retell stories, including key details.	Agree with technical recommendation
1.RL.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	*No Recommended Changes to Standard Language Teachers will need clarification on the expectation of the word "stories". Refer to Range of Text types for K-5 for wording page 31.	Agree with technical recommendation
Advisory Committee additional comments/recommendations for *Literature-Key Ideas & Details*			
The DOE should provide materials to assist with CCSS implementation and to address "college and career readiness."			
Craft & Structure			
K.RL.4	Ask and answer questions about unknown words in a text.	With support and prompting, ask and answer questions about unknown words in a text.	Agree with technical recommendation
2.RL.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	*No Recommended Changes to Standard Language Teachers will need clarification on the expectation of the word "stories". Refer to Range of Text types for K-5 for wording page 31.	Agree with technical recommendation
6.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. REMOVE : analyze the impact of a specific word choice on meaning and tone	Do not change original language; keep analysis portion of the standard
K.RL.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	With prompting and support, identify and define the role of an author and illustrator of a story and define the role of each in telling the story.	Do not change original language; keep analysis portion of the standard
6.RL.6	Explain how an author develops the point of view of the narrator or speaker in a text.	*No Recommended Changes to Standard Language Provide examples for this standard	Agree with technical recommendation
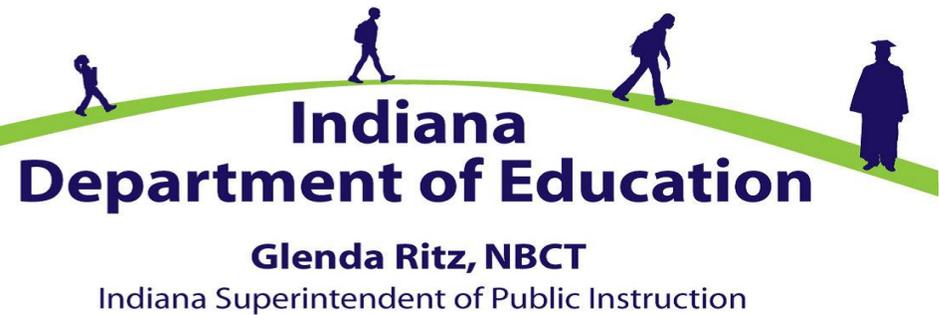
Phase 3 –On Going
College- and Career-Ready Panel
Higher Education, Career, & Business Representation

Indiana Common Core Standards	2009 Indiana Academic Standards	Indiana Academic "Dangler Indicators"	Review Suggestions of Technical Cmte. (Phase 1)	Review Suggestions of Advisory Cmte. (Phase 2)	Review Suggestions from Public Comment and Evaluation Team

IMAGINING the possibilities.
MAKING THEM HAPPEN.

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College--- and career--ready
means an individual has the
knowledge, skills, and abilities
to succeed in post-secondary education
and economically-viable career
opportunities.

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MAKING THEM HAPPEN.

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SEAL OF THE STATE OF INDIANA
1816

INDIANA COMMISSION
for
HIGHER EDUCATION

CENTER FOR EDUCATION
& CAREER INNOVATION

Phase 4

Evaluation Team– Cross Representation

Goal: Evaluate Multiple Sets of Standards on Own Merit

NCTM/NCTE Standard	CCSS Standards	Indiana Academic 2000 Math	Indiana Academic 2009 Math 2008 ELA	Rating	Proposed Indiana College-and-Career Standard
Count w/understanding and recognize "how many" in sets of objects	MA:K.1.1 2000 Match sets of objects one-to-one		K.1.1 Count objects in a set and use objects, pictures and numerals to represent whole numbers to 20		**BEST STANDARD FOR WHAT INDIANA STUDENTS SHOULD KNOW AND BE ABLE TO DO**

Evaluation Process

-Members represent content and field experts from higher education and k-12 settings

-Members were selected from the already established Technical and Advisory

-Evaluation Team Process Led by National Expert on Standards & Assessment Improvement – Sujie Shin

-**Evaluation in isolation/not comparison of IAS, IAS math 2009, current adopted standards and standards for learning established and nationally and internationally benchmarked by National Council of Teachers of Mathematics (NCTM) and National Council of Teachers of English Language Arts (NTCE)**

Rating the Standards

Score	Definition
+	Standard demonstrates **strong alignment** to what Hoosier students should know and be able to do in order meet Indiana's definition of college and career readiness
O	Standard demonstrates **partial alignment** to what Hoosier students should know and be able to do in order to meet Indiana's definition of college and career readiness
-	Standard demonstrates **no alignment** to what Hoosier students should know and be able to do in order to meet Indiana's definition of college and career readiness

Evaluation Team Process

Mathematics/2nd Grade/Computation

Math	2	Model addition of numbers less than 100 with objects and pictures	"0"		
Math	2	Add two whole numbers less than 100 with and without regrouping	"+"		
Math	2	Subtract two whole numbers less than 100 without regrouping	"+"		
Math	2	Understand and use the inverse relationship between addition and subtraction	"+"	"understand" is unclear in this context;	
Math	2	Use estimation to decide whether answers are reasonable in addition problems	"+"		This should be a practice that is always followed.
Math	2	Use mental arithmetic to add or subtract 0, 1, 2, 3, 4, 5, or 10 with numbers less than 100	"+"		Mental strategies are important, but none are being taught!
Math	2	Solve problems involving addition and subtraction of whole numbers less than 1,000 fluently using a standard algorithmic approach and show the inverse relationship between addition and subtraction	"0"	still need to emphasize meaning beyond algorithm	
Math	2	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction	"+"	define fluently; define "within 100"	What does "fluently" mean at this level?

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Public Comment Opportunity
Feb. 19th-March 12th

http://www.doe.in.gov/standards/standardsreview
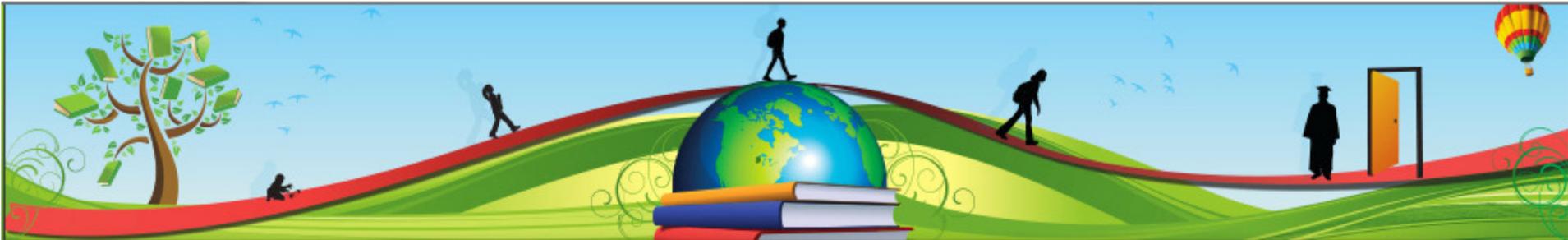
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Making them happen.

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💡 **Indiana Academic Standards Review 2014 Evaluation Process.**

Public Comment on Identified K-12 Content Standards for College and Career Readiness

Posted: Tue, 02/18/2014 – 8:35am   Updated: Wed, 02/19/2014 – 6:52pm

Mathematics and English/Language Arts

Proposed College and Career Ready Standards

Mathematics

- k–5–math–excel 📊
- k–5–math–pdf 📄
-
- 6–8–math–excel 📊

Achievement

Assessment

Career Education

Curriculum

eLearning

English Learners

Special Education

Standards

Public Comment on Identified K-12 Content Standards for College and Career Readiness

Please select the option that best describes the perspective you represent *

Please Select ▾

County in Indiana where you live.

Please Select ▾

If you are not a resident of Indiana, please check here

☐ Not a resident

General Comment

[ ]

If you are satisfied leaving general comments, click the I'm Finished button to end your comments. If you would like to make comments on specific standards, click Continue for More Comments.

I'm Finished

Continue for More Comments

Content area *

Please Select ▾

Grade level *

Please Select ▾

Standard number *

0 ▴▾

Select one (see survey instructions for definition of terms below) *

☐ Bias
☐ Free of Bias
☐ Clarity
☐ Lack of Clarity
☐ Specificity
☐ Lack of Specificity
☐ Grade Appropriate
☐ Grade Inappropriate
☐ Other

Comment on the specific standard

Once you click "Submit Your Comments", your information will be saved. You will have the opportunity on the "Thank You" page to return to this form and make additional comments.

Submit Your Comments

Back

February 24, 2014 3:00PM - 7:00PM

Ivy Tech Community College-Southern Indiana
Sellersburg

February 25, 2014 3:00PM - 7:00PM

Indiana State Library
History Reference Room
Indianapolis, IN 46202

February 26, 2014 3:00PM - 7:00PM

Plymouth High School
Plymouth, IN 46563

Reconciliation of Public Comment

Opportunity for Draft to be shared with Evaluation Team and College-and-Career Ready Panel for final Review

Presentation of Draft Standards

Education Roundtable March 31st

State Board of Education Receive Recommendation
April 9th