

Realizing Illinois

Our Students. . .Prepared for success after high school
Our Promise. . .Leadership, Advocacy, & Support
Our Future...Strong communities, competitive workforce



New Illinois State Learning Standards Incorporating the Common Core

- ◆ Fewer, clearer, higher
- ◆ Internationally benchmarked
- ◆ 21st Century Skills
- ◆ Evidence-based

The Illinois State Board of Education has adopted new Math and English Language Arts standards for K-12 education known as the *New Illinois State Learning Standards Incorporating the Common Core*. The goal is to better prepare Illinois students for success in college and the workforce in a competitive global economy.

Why new standards?

- Our expectations for what students must know and be able to demonstrate were different in 1997 when Illinois adopted the current standards.
- The new standards aim to provide clear, consistent academic benchmarks with “fewer, clearer and higher” academic standards for essential learning and skills. The standards were developed while considering the standards of top performing countries and the strengths of current state standards.
- The 2010 state standards provide benchmarks for academic progress (skills and knowledge) that students should have at the conclusion of each grade level. This will allow teachers to establish the best approach to help their students meet those standards.
- Students and parents will clearly understand the knowledge students are expected to attain **each year**.



How will the new state standards be implemented?

The process to fully implement new standards touches numerous systems including assessment, curriculum, professional development, instruction and various support components such as RtI. As the details for implementation are determined, the many reform efforts and initiatives underway will be considered to ensure the work is aligned and coordinated. It is anticipated the development and implementation will span over the next eighteen to twenty four months with varying phases of work:

PHASE I: Adoption, Communication, and Coordination (**June-End of 2011 school year**)

PHASE II: Communication, Resource Design, and Design of Implementation System (**ongoing**)

PHASE III: Transition, Implementation, and Technical Assistance (**ongoing**)

The transition process should begin with local review and discussion. The new assessment system will be in place 2014-15.

What about assessments?

The 2010 state standards are designed to be relevant to the real world, reflecting the knowledge and skills that our young people need for success in both college and work. The current assessment system will undergo significant adaptations that are in the very early stages of design and development.

- **No changes will be in place for the 2011 Spring ISAT/PSAE assessment.**
- The target date for implementation of the new assessment is the 2014-15 school year.
- The development of a plan for transitioning from 1997 standards and assessments to 2010 standards and assessments is an ISBE priority for 2010-2011.
- Illinois is a governing state in a 26 state consortium on assessment called the Partnership for the Assessment of Readiness for College and Careers (PARCC). PARCC assessments will incorporate more frequent assessments and include performance tasks to measure the new Illinois standards more effectively.

For more information about the new standards, visit the website:

http://www.isbe.net/common_core/



What is included in the 2010 state standards?

The recently adopted 2010 state standards include Math and English Language Arts (ELA). These were the first subjects chosen because they teach skills upon which students build skill sets in other subject areas. Both content and skills have been incorporated. Illinois currently has educational standards for early childhood, fine arts, foreign language, physical development and health, science, social emotional, and social science. The Common Core for ELA and Math are now incorporated into the full set of learning standards.

One of the criteria on which the standards have been evaluated is whether or not they include rigorous content and application of knowledge through high-order thinking skills. The standards have been divided into two categories:

1. College and career ready graduation standards, which address what students are expected to know when they have graduated from high school; and
2. K-12 standards for Math and English Language Arts which address grade level expectations for elementary through high school.

The Math Standards are organized by domains, clusters, and standards. The domains are overarching ideas that connect topics across the grade levels such as operations and algebraic thinking, measurement and data, geometry. The clusters demonstrate the grade-by- grade progression of task complexity. The standards define what a student should be able to know and do at each grade level. Grades 7 and 8 include significant algebra and geometry. There are additional math standards for students to learn who take advance courses such as calculus, advanced statistics, or discrete mathematics.

The ELA standards are benchmarked to 10 college and career readiness standards. The K-8 standards are listed by grade level. In grades 9-12 the standards are listed in two year bands to allow flexibility in course design. The standards are separated into four strands: Reading, Writing, Speaking and Listening.

Teachers are key to success. Teachers were critical to the development of these standards and will be essential for helping students achieve them. It is important to note the standards do not dictate how a teacher should teach to meet the standards. They are, rather, a set of clear benchmarks that allow teachers and local school officials to develop their own local education plans to help students achieve these goals. Expertise from teachers themselves will chart a path to help students achieve these standards. Teachers have been a critical voice in the development of the standards. The National Education Association (NEA), American Federation of Teachers (AFT), National Council of Teachers of Mathematics (NCTM), and National Council of Teachers of English (NCTE), among other organizations have been instrumental in bringing together teachers to provide specific, constructive feedback on the standards.

How is college and career readiness incorporated into the standards?

The English Language Arts section includes anchor standards to support the development and preparation of students for their life after high school. The descriptions below are not standards themselves but instead offer a portrait of students who meet the standards set out in the common core. As students advance through the grades and master the anchor standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

They demonstrate independence. Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines; and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge. Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline. Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

They comprehend as well as critique. Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

They value evidence. Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener; and they constructively evaluate others' use of evidence.

They use technology and digital media strategically and capably. Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn off-line. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

They come to understand other perspectives and cultures. Students appreciate that the twenty-first century classroom and workplace are settings in which people from often widely divergent cultures, and who represent diverse experiences and perspectives, must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.



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