

DEPTH OF KNOWLEDGE: What does that mean?

Depth of Knowledge is the complexity or depth of understanding required to answer or explain an assessment related item.

For examples:

<http://tinyurl.com/DOK2014>

In addition to Math Content Standards. All math students will be responsible to apply math process standards to daily assignments.

For example, Process Standard 5 states that students will use appropriate tools strategically. In the testing situation, students will be provided a reference sheet. The sheet lists formulas and information needed to solve a problem. The test nor teacher will be permitted to prompt the student to use the reference sheet or to identify the tool needed. Students must demonstrate the appropriate use of tools to solve the problem.

Math Process Standards

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.



Seymour Community Schools

Family Edition

The Beacon

To give light to, as a beacon; To illumine

November 2014

Volume 2, Issue 1

Lisa Ferguson, Director of Curriculum and Instruction fergusonl@scsc.k12.in.us 812-522-3340

Indiana College and Career Ready Standards

Seymour Community School Corporation uses the Indiana College and Career Ready Standards that were adopted in April 2014 by the Indiana State Board of Education for English Language Arts and Math. In addition, there are Content Literacy Standards for Science, Social Studies and Technical Subjects. Indiana has also adopted World-class Instructional Delivery and Assessment Standards (WIDA) for English Language Learners.

In recent years, you may have heard about Common Core State Standards. Indiana was on track to implement these standards K-12 until last year. In fact, these

standards were implemented, as required by law, in Kindergarten and Grade 1. The plan to continue implementation was placed on "pause" in 2014 by House Enrolled Act 1427. Over the course of the last school year, a new set of standards was developed. Basically, standards outline what students need

to know, understand, and be able to do.

With new standards come new assessments aligned to the standards. Students will be assessed on

their mastery of these standards this spring. (2015)

In order to prepare, the Indiana Department of Education (IDOE) provides access to information about the standards and assessments through a website. We provide this address to your family and encourage you to visit it to learn about



www.doe.in.gov/standards

these topics.



As you can see, change is happening rapidly in Indiana. Seymour Community Schools is prepared to respond.

What does this mean for my child(ren)?

The new standards and assessments are established to ensure that students who successfully master these objectives will graduate competent to go directly into the workplace or a postsecondary educational opportunity.

Changes from standards used in the past will be found in rigor and depth of knowledge. In the past, students may have only been responsible for "right there"

types of knowledge. That is no longer the case. As you visit the resources provided in this edition of The Beacon, you will see the types of questions students will be asked to provide responses to and I think you will find them to be quite complex. In order to prepare students for this format, you will see changes in not only instruction but also the daily assignments/homework presented to students.

ISTEP+ in the past relied heavily on Depth of Knowledge 1 and 2 types of questions. The new assessment is ramping up to mostly Depth of Knowledge 2 and 3. We could even see Depth of Knowledge 4 types of questions. What does that mean? Some of the tasks that define this increased rigor are citing evidence, creating/supporting an argument, and selecting multiple correct answers. To learn more, read on....

Examining the Future

Instructional Shifts in English Language Arts

Citing Evidence

The new standards are challenging the past practice of asking students questions they could answer without reading the text. Instead, the new assessments questions ask students to locate evidence within the text. Those text dependent questions will require students to read carefully to produce evidence in their written and verbal responses. Students will not be able to rely on their past experiences or their own opinions to support answers.

Academic Vocabulary

Not all words have equal importance in our work. Vocabulary is organized into three tiers:

1. Basic: Everyday words that don't require direct instruction, Sight words, nouns, verbs (book, girl, sad, run, orange...)
2. High Frequency: Important for reading comprehension, multiple meanings, usually require direct instruction
3. Subject Related: Hobbies, Subjects (amino acid, revolutionary war...)

Technology-enhanced Items:

Students will be asked to use drop-down lists, reset buttons, mouse over features, check boxes, keypads, and electronically plot points. Students will also be asked to select multiple correct answers, drag and drop text to create charts.

As we have stated, change is taking place rapidly in the State of Indiana. The ISTEP+ test that students took in the Spring of 2014 will be different than the test they will take in the Spring of 2015. We will have yet another different test the following year. This makes it very difficult to track student growth and to compare results year to year. Each time a new test is introduced, history would indicate that scores drop. Why? New testing formats and changes in instructional sequencing may not have kept pace with the new assess-

ment. Seymour is working to make sure we are as prepared as possible to avoid such set backs.

The Indiana Department of Education has requests for proposals out to develop the following assessment plan:

- 1) Aligned to College and Career Ready Standards
- 2) Mandatory Assessments Grades 3-10 (Our current system does not have an assessment for Grade 9)
- 3) Optional formative assessments K-10
- 4) I-READ 3

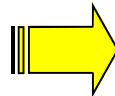
- 5) End of Course Assessments for Algebra I and English 10 will be phased out. These will be replaced with a 10th grade summative assessment for the purposes of the graduation examination. (We expect this to be an English/Math integrated test)

To read the full IDOE assessment document, visit:http://www.in.gov/edroundtable/files/Education_Roundtable_-_Assessment_Resolution-APPROVED.pdf



It is important that each student and his or her family understand the expectations of the Indiana College and Career Ready Standards and 2015 ISTEP+ Assessments.

Your family will find these resources helpful:



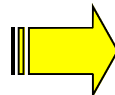
<http://experience-ccra-in.ctb.com/>

This is Indiana's Experience College- and Career-Ready Assessment, an interactive tool designed for use by parents, students, educators, and community members to learn about technology-enhanced test items. Also referred to as "Experience CCRA," these sample test items represent

the type of questions that students will see in grades 3-8 on ISTEP+ beginning in April of 2015.

It is important for all of us to know what types of questions our students will be asked to answer in order to show what they know and have learned. Often times, students may miss

problems/questions that they know how to do because they are unfamiliar with the format of the question. Seymour staff will be using this site to demonstrate how to manipulate the screens/tools in order to show their answer.



<http://tinyurl.com/parentinformation2014>

The Indiana Department of Education is providing resources to parents and our community to learn about the new assessments in Indiana. This website is a resource that

provides a video parents/community members can watch to learn about what to expect.

On this page you will find resources that include item sam-

ples from various grades. There is also a parent brochure and a document that explains just what standards are and how they have changed.