

# Community Information Night

Tuesday, November 5, 2013

## Curriculum Facilitators

Kennedy:  
Washington:  
Lincoln:

Nikki Culberson and Christa Henkel

Jeanne Meyer

April Capuder and Tiffany Schultz

# Goals

- Introduction to the Common Core State Standards
- Updated Standards-Based Report Card
- PARCC Assessment

# Community Questions

## District 81 Community Information Night



**Schiller Park**  
School District 81

**Please complete the form below with any questions you have.**

Check which building(s) your child or children attends.

- ☐ Kennedy
- ☐ Washington
- ☐ Lincoln

Check which topic your questions pertain to. Check all that apply.

- ☐ Common Core State Standards
- ☐ Standards Based Report Cards
- ☐ PARCC Assessment
- ☐ Other (Please describe below)

---

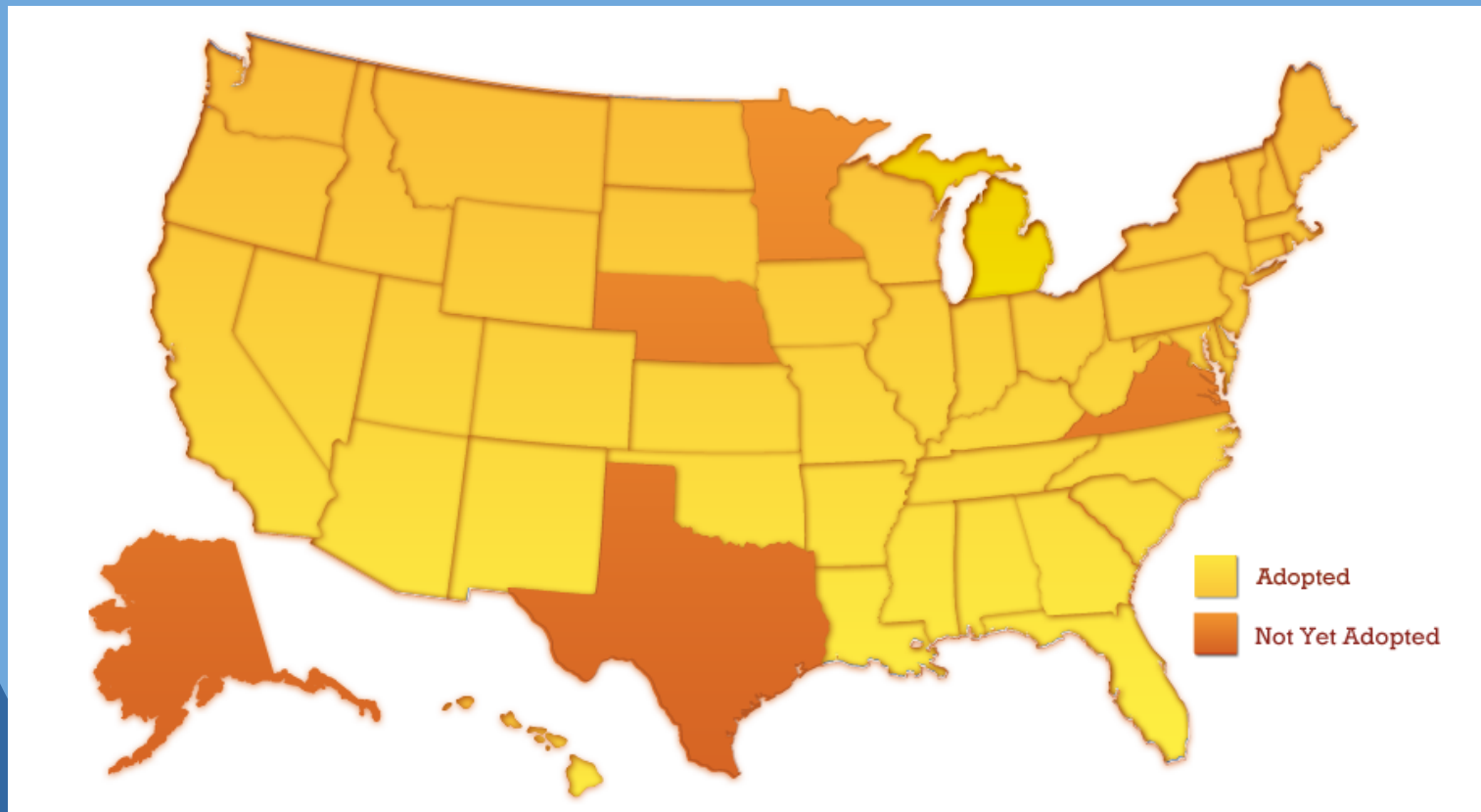
**Name:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Questions (Use the backside as needed):**

# Common Core Standards Overview

- Council of Chief State School Officers (CCSSO) & National Governors Association (NGA)



# Common Core Development

- Solid Evidence
- Clear Focus
- Allows for Local Flexibility, Teacher Judgment
- Goal: College and Career Readiness

Common = Collaborative  
Core = Focus



# Common Core Grade Specific Standards

- Define end of the year academic expectations
- Guaranteed and viable curriculum
- Cumulative progression



# Common Core The ELA Focus

- Read as much non-fiction as fiction
- Learn about the world by reading
- Read more challenging material closely
- Discuss reading using evidence
- Write non-fiction with evidence
- Increase academic vocabulary



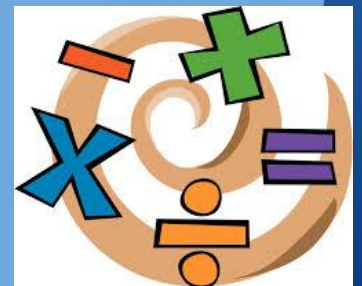
# Common Core Math Focus

**Focus:** Learn more about fewer, key topics

**Coherence:** Build skills within and across grades

**Rigor:** Develop speed and accuracy

- Really know it, really do it
- Use it in the real world
- Think fast AND solve problems



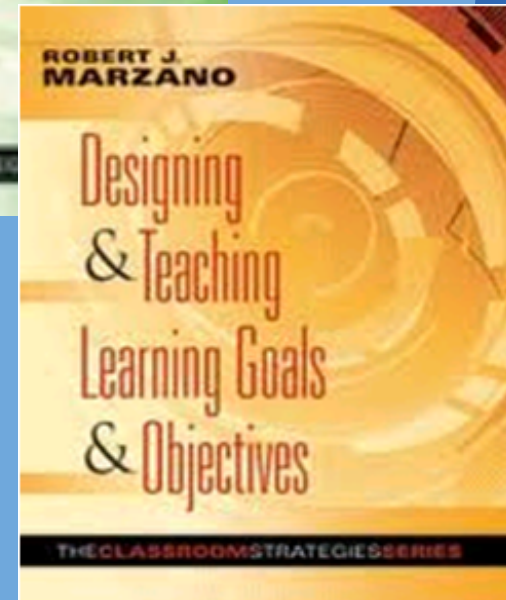
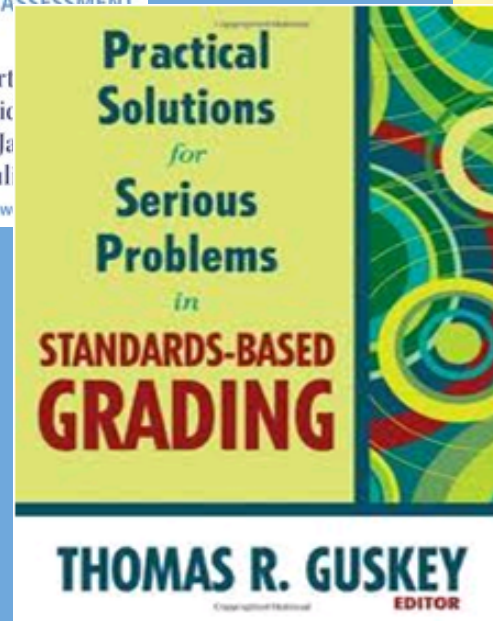
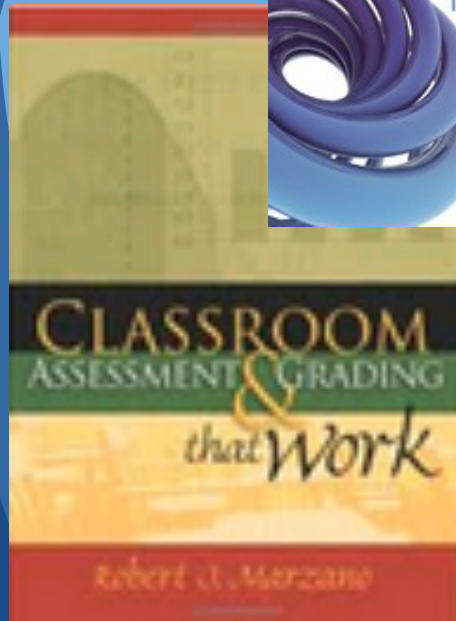
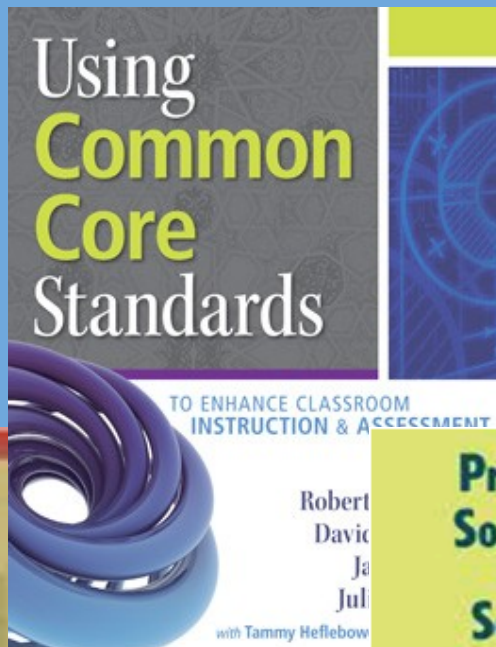


# Steps taken to Prepare SD81 for Common Core

## Common Core State Standards (CCSS)

- Powered and aligned the CCSS from Kindergarten through eighth grade
- Created "I Can Statements" which will appear on the Report Card
- Analyzed the relationship between CCSS and standards based grading and discovered the strong correlation

# Standards Based Grading Research-Based



# The Philosophy of Standards Based Grading

"By comparing one child's performance to a clear standard, parents, children, and teachers all know precisely what is expected. Every time a student attempts a task, the performance is compared to the standard, not other children's performances.

The most important advantages for children and families are fairness, clarity, and improved learning."

-The Leadership & Learning Center

# Traditional Report Card

Shows the overall grade given with a generic comment.

Course	Teacher	Q1	Comment
8 Alg/PreAlg		A	Understands subject well
8 SOCIAL STUDIES		B	Good effort
8 Wellness		A	
8 LUNCH	SUPERVISOR, LUNCH		
8 SCIENCE		A	Great work attitude - keep paying attention to detail in all work
8 ART		A	Pleasure to have in class
8 DRAMA			
8 COMMUNICATIONS			
8 Showcase			
8 ELA		C	Needs improvement



# Standards-Based Report Card

Schiller Park SD 81

3rd Grade  
Principal: Melissa Kartsimas

Class : 3rd Grade Language Arts  
Teacher: C HENKEL

Spelling		
Spelling	T1	T2
I can correctly spell base words when adding suffixes. [3.L.2a]	*	*
I can remember spelling rules and apply them to new words. [3.L.2b]	*	*

Context Clues		
Context Clues	T1	T2
I can determine the meaning of unfamiliar words. [3.L.4]	*	*
I can determine the meaning of a word or phrase by looking for context clues in a sentence. [3.L.4a]	*	*
I can use context clues to know if I am reading words correctly by rereading and self-correcting when needed. [3.RF.4c]	*	*

Word Origins & Roots		
Word Origins & Roots	T1	T2
I can know the meaning of most common prefixes and suffixes. [3.RF.3a]	*	*
I can identify the most common prefixes and suffixes. [3.RF.3a]	*	*

Class : 3rd Grade Math  
Teacher: C HENKEL

Third Grade Math		
	T1	T2

Area		
Area	T1	T2
I can find the area of a rectangle using real-world problems. [3.MD.7]	*	*
I can use tiles to show the area of a rectangle. [3.MD.7b]	*	*
I can find area of irregular figures by finding the area of part and add them together. [3.MD.7d]	*	*

Foundations of Fractions		
Foundations of Fractions	T1	T2
I can identify a fraction on a number line. [3.NF.2]	*	*
I can represent fractions on a number line diagram. [3.NF.2]	*	*

Multiplication & Division		
Multiplication & Division	T1	T2
I can determine when to multiply and divide in word problems. [3.OA.3]	*	*
I can determine the unknown whole number in a multiplication or division problem. [3.OA.4]	*	*
I can explain the relationship between multiplication and division. [3.OA.6]	*	*
I can multiply one-digit whole numbers by multiples of 10 using strategies based on place value and properties of operations. [3.NBT.3]	*	*

As

Properties of Oper

Properties of Operation		
Properties of Operation	T1	T2
I can use multiplication to solve problems (for example, symbol for the unknown). [3.OA.3]	*	*
I can determine the unknown in multiplication or division problems (for example, 32 = 8 × ?).	*	*
I can solve division problems (for example, finding 32 ÷ 8).	*	*
I can multiply one-digit whole numbers within the range of ten to ninety and properties of operations. [3.NBT.3]	*	*

Expressions & Equ

Expressions & Equations		
Expressions & Equations	T1	T2
I can solve two-step word problems. [3.OA.8]	*	*
I can use estimation to solve problems. [3.OA.8]	*	*

Compose an

Compose an		
Compose an	T1	T2
I can explain a unit fraction. [3.OA.6]	*	*

Me

Me		
	T1	T2
I can solve word problems involving addition and subtraction of time intervals in minutes. [3.MD.1] (elapsed time)	*	*

Class : 3rd Grade Music  
Teacher: A TILLACK

Third Grade Music		
	T1	T2
Understands different musical meter. (Goal 25)	*	*
Differentiates between selected tempos and dynamics. (Goal 25)	*	*
Performs eight-beat rhythm syllables that include sixteenth notes, whole notes, whole rests, dotted half notes, half notes, half rests, quarter notes, quarter rests, and/or eighth notes. (Goal 26)	*	*
Can identify the names of notes on the treble clef staff. (Goal 26)	*	*
Recognizes four different instrument families (woodwinds, brass, strings and percussion). (Goal 26)	*	*

Class : 3rd Grade Social Emotional  
Teacher: C HENKEL

Shows the overall grade and descriptive “I can” statements for each Measurement Topic taught.

## Multiplication & Division

Multiplication & Division	T1
Multiplication & Division	2
I can determine when to multiply and divide in word problems. [3.OA.3]	+
I can determine the unknown whole number in a multiplication or division problem. [3.OA.4]	-
I can explain the relationship between multiplication and division. [3.OA.6]	
I can multiply one-digit whole numbers by multiples of 10 using strategies based on place value and properties of operations. [3.NBT.3]	

# What is Standards Based Grading?

Standards Based	Traditional
The focus is on what is learned by the student.	The focus is on what is taught by the teacher.
Provides a culmination of data over time that compares individual student progress to a specific standard.	Final Grade is a reflection of a moment in time based on grades "averaged" together and/or points accumulated from beginning to end of a grading period.
Students have the opportunity to master specific skills in the measurement topics over the course of the school year.	Students do not have the opportunity to change their final grade due to averaging, even if a concept is mastered at the end of a grading period.
Each student is given a grade within a measurement topic for each subject area.	Students are given an overall grade for each subject area.
Report card reflects detailed information demonstrating what students know and are able to do.	Little or no information about specific concepts and skills a student has learned or mastered.
Performance Descriptors (Grade Marks) (K-8th grade: 4, 3, 2, 1, 0) provide a continuum of student progression.	Letter Grades A-F Based off a percentage of information the student has learned.

# Steps taken to Prepare SD81 for Common Core

## Common Core State Standards (CCSS)

- Organized the CCSS into measurement topics which will appear on the Report Card
- Currently designing assessments that align to measurement topics and connect to standards based grading

# Standards Based Grading Measurement Topics

A measurement topic refers to a category of knowledge or skills that usually extends across several grade levels.

## ELA

### Reading

Questioning, Inference, and Interpretation  
Themes and Central Ideas  
Story Elements  
Connections  
Word Impact and Use  
Academic Vocabulary

### Writing

Argumentative  
Informative / Explanatory  
Narrative  
Task, Purpose, and Audience  
Revise and Edit  
Technology  
Research

## Math

### Number + Quantity

Multiplying + Dividing Fractions  
Ratios + Unit Rate  
Rational + Irrational Numbers  
Exponents + Roots

### Operations + Algebra


Addition + Subtraction  
Multiplication and Division  
Expressions and Equations  
Dependent + Independent Variables  
Slope  
Systems fo Equations



# Standards Based Grading

## Proficiency Descriptors

*A proficiency scale presents knowledge of skills as a continuum of simpler, target and complex goals that students can work towards (Marzano, 49).*

K-8th Grade	Performance Descriptors (Grade Marks)
4	Student demonstrates advanced knowledge and skills of the learning standard.
3	Student masters knowledge and skills of the learning standard.
2	Student demonstrates foundational knowledge and skills of the learning standard (possible instructional supports).
1	Student progresses toward understanding the learning standard and requires guidance and support.
0	Student does not provide evidence to assess understanding of the learning standard (This grade applies for Lincoln students only).
+	"I can" statement has been achieved.
-	"I can" statement has not been achieved.
	"I can" statement has not be assessed.

# Proficiency Scale

*A proficiency scale presents knowledge of skills as a continuum of simpler, target and complex goals that students can work towards (Marzano, 49).*

4: Complex

3: Target

2: Foundational

Measurement Topic	
Cleaning Bedroom	
4	<p>I can decide a schedule to maintain the cleanliness of my bedroom.</p> <p>I can develop and follow a plan to organize and keep organized my belongings in my bedroom, including clothes, books, games, toys</p>
3	<p>I can vacuum/sweep my bedroom floor.</p> <p>I can dust my furniture.</p> <p>I can keep the floor empty of items that don't belong on the floor, ex: clothes, books, papers, etc.</p> <p>I can put away all of my laundry to their proper location</p>
2	<p>I can gathering proper equipment (rag and cleaner) for dusting.</p> <p>I can identify what doesn't belong on the floor of my bedroom.</p> <p>I can identify where various categories of clothing should be stored in my bedroom.</p>

# Measurement Topic Proficiency Scale: 3rd Grade Multiplication and Division

Multiplication and Division [3.OA.3, 3.OA.4, 3.OA.6, 3.NBT.3]	
4	<p>I can develop a strategy to explain how to solve a division or multiplication word problem. [3.OA.4]</p> <p>I can show the fact family for a given multiplication or division problem. [3.OA.4, 3.OA.6]</p> <p>I can adapt my strategy for multiplying one-digit whole numbers by multiples of 10 to multiples of 100 or 1,000. [3.NBT.3]</p>
3	<p><b>I can determine when to multiply and divide in word problems. [3.OA.3]</b></p> <p><b>I can determine the unknown whole number in a multiplication or division problem. [3.OA.4]</b></p> <p><b>I can explain the relationship between multiplication and division. [3.OA.6]</b></p> <p><b>I can multiply one-digit whole numbers by multiples of 10 using strategies based on place value and properties of operations. [3.NBT.3]</b></p>
2	<p>I can recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> <li>digit, divide, division, equation, interpret, multiplication, multiple, multiply, number, place value, product, property, quotient, relate, represent, strategy, symbol, unknown, unknown-factor problem, whole number, word problem</li> </ul> <p>I can perform basic processes, such as:</p> <ul style="list-style-type: none"> <li>interpret products of whole numbers (for example, understanding <math>5 \times 7</math> as the total number of objects in five groups of seven) [3.OA.1]</li> <li>interpret whole-number quotients of whole numbers (for example, understanding <math>56/8</math> as the number of objects in each share when 56 objects are divided into equal shares of 8 objects each) [3.OA.2]</li> <li>Fluently multiply and divide within 100 [3.OA.7]</li> <li>Know from memory all products of two one-digit numbers [3.OA.7]</li> </ul>

# Sample Assessment and Grading Form

Please refer to sample  
assessment and grading form in  
your packet

# Common Core Reporting Student Progress K-5

Schiller Park SD 81

Student:  
3rd Grade  
Principal: Melissa Kartsimas

Class : 3rd Grade Language Arts  
Teacher:

## Spelling

Spelling	T1	T2
I can correctly spell base words when adding suffixes. [3.L.2a]	*	*
I can remember spelling rules and apply them to new words. [3.L.2b]	*	*

## Context Clues

Context Clues	T1	T2
I can determine the meaning of unfamiliar words. [3.L.4]	*	*
I can determine the meaning of a word or phrase by looking for context clues in a sentence. [3.L.4a]	*	*
I can use context clues to know if I am reading words correctly by rereading and self-correcting when needed. [3.RF.4c]	*	*

## Word Origins & Roots

Word Origins & Roots	T1	T2
I can know the meaning of most common prefixes and suffixes. [3.RF.3a]	*	*
I can identify the most common prefixes and suffixes. [3.RF.3a]	*	*

Class : 3rd Grade Math  
Teacher: (

## Third Grade Math

Third Grade Math	T1	T2
------------------	----	----

## Area

Area	T1	T2
I can find the area of a rectangle using real-world problems. [3.MD.7]	*	*
I can use tiles to show the area of a rectangle. [3.MD.7b]	*	*
I can find area of irregular figures by finding the area of part and add them together. [3.MD.7d]	*	*

## Foundations of Fractions

Foundations of Fractions	T1	T2
I can identify a fraction on a number line. [3.NF.2]	*	*
I can represent fractions on a number line diagram. [3.NF.2]	*	*

## Multiplication & Division

Multiplication & Division	T1	T2
I can determine when to multiply and divide in word problems. [3.OA.3]	*	*
I can determine the unknown whole number in a multiplication or division problem. [3.OA.4]	*	*
I can explain the relationship between multiplication and division. [3.OA.6]	*	*
I can multiply one-digit whole numbers by multiples of 10 using strategies based on place value and properties of operations. [3.NBT.3]	*	*

As

## Properties of Operation

Properties of Operation	T1	T2
I can use multiplication problems (for example, symbol for the unknown). [3.OA.3]	*	*
I can determine the unknown multiplication or division numbers (for example, 32 when multiplied by 8). [3.OA.4]	*	*
I can solve division problems (for example, finding 32 when multiplied by 8). [3.OA.4]	*	*
I can multiply one-digit whole numbers by multiples of 10 using strategies based on place value and properties of operations. [3.NBT.3]	*	*

## Expressions & Equations

Expressions & Equations	T1	T2
I can solve two-step word problems. [3.OA.8]	*	*
I can use estimation to solve two-step word problems. [3.OA.8]	*	*

## Compose an

Compose an	T1	T2
I can explain a unit fraction. [3.NF.3a]	*	*

## Me

Me	T1	T2
I can solve word problems involving addition and subtraction of time intervals in minutes. [3.MD.1] (elapsed time)	*	*

Class : 3rd Grade Music  
Teacher:

## Third Grade Music

Third Grade Music	T1	T2
Understands different musical meter. (Goal 25)	*	*
Differentiates between selected tempos and dynamics. (Goal 25)	*	*
Performs eight-beat rhythm syllables that include sixteenth notes, whole notes, whole rests, dotted half notes, half notes, half rests, quarter notes, quarter rests, and/or eighth notes. (Goal 26)	*	*
Can identify the names of notes on the treble clef staff. (Goal 26)	*	*
Recognizes four different instrument families (woodwinds, brass, strings and percussion). (Goal 26)	*	*

Class : 3rd Grade Social Emotional  
Teacher: C HENKEL

## Grade for each Measurement Topic Taught

### Multiplication & Division

Multiplication & Division	T1
I can determine when to multiply and divide in word problems. [3.OA.3]	2
I can determine the unknown whole number in a multiplication or division problem. [3.OA.4]	+
I can explain the relationship between multiplication and division. [3.OA.6]	-
I can multiply one-digit whole numbers by multiples of 10 using strategies based on place value and properties of operations. [3.NBT.3]	



# Common Core Reporting Student Progress 6-8

**Overall Grade in Each Subject**

Class : **MATH 8**  
Teacher: **A C**

## Math

Math	T1
------	----

## Rational & Irrational Numbers

Rational & Irrational Numbers	T1
-------------------------------	----

Rational & Irrational Numbers

I can use rational approximations of irrational numbers to approximate the size of irrational numbers. [8.NS.2]

I can use rational approximations to estimate the value of irrational numbers. [8.NS.2]

## Equations & Inequalities

Equations & Inequalities	
--------------------------	--

Equations & Inequalities

I can solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. [8.EE.7b]

## Exponents & Roots

Exponents & Roots	T1
-------------------	----

Exponents & Roots

**& Grade for each Measurement Topic Taught**

### Equations & Inequalities

	T1
Equations & Inequalities	3
I can solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. [8.EE.7b]	+

# State Assessment

- The current state assessment, ISAT, will be transitioning to the PARCC assessment.

This change will occur during the 2014–2015 school year.

2013–2014: ISAT Test (New cut scores)

2014–2015: PARCC Assessment

# What is PARCC?

The Partnership for Assessment of Readiness for College and Careers:

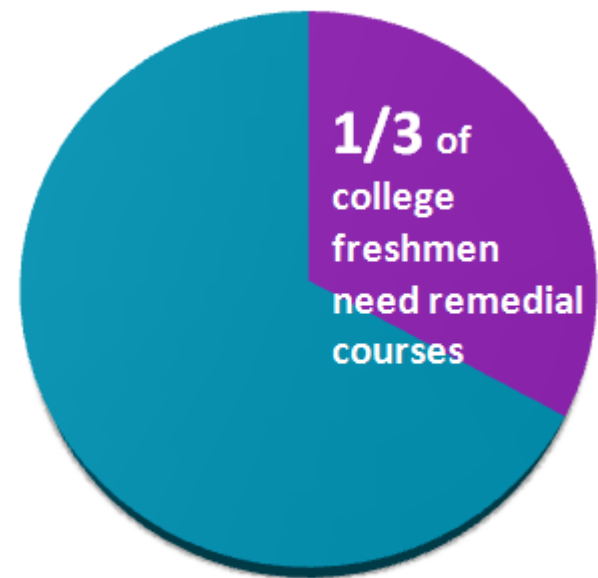
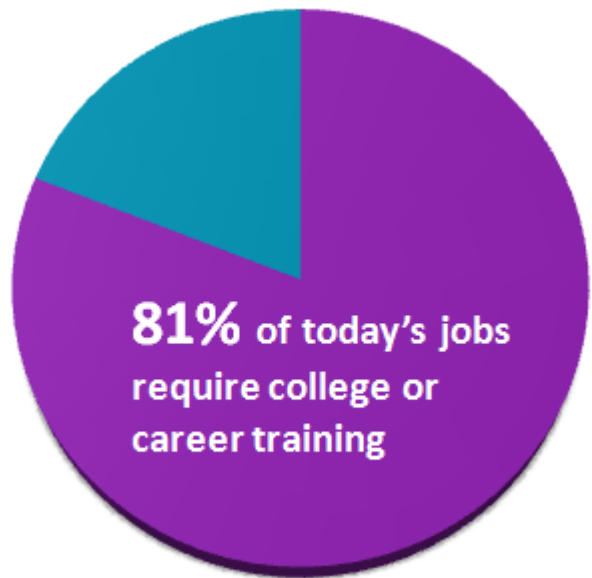
- Made up of 19 states + DC and US Virgin Islands
  - KY and PA are participating states
- Developing common, high-quality math and English language arts (ELA) tests for grades 3–11
  - Computer-based and linked to what students need to know for college and careers
  - For use starting in the 2014–15 school year



# Why New Assessments Now?

We have to prepare all students for college or other postsecondary opportunities:

- A high school diploma isn't enough in our 21st century economy
- Our K-12 system is not adequately preparing students for college



# PARCC Assessments

## Higher Expectations

### ELA/Literacy

Read sufficiently complex texts independently

Write effectively to sources

Build and present knowledge through research

### Math

Solve problems: content and mathematical practice

Reason mathematically

Model real-world problems

Have fluency with mathematics

# PARCC Assessments Priority Purposes

1. Determine whether students are college- and career-ready or on track.
2. Connect to the Common Core Standards.
3. Measure the full range of student performance, including the performance high and low performing students.
4. Provide data during the academic year to inform instruction, interventions and professional development.
5. Create innovative 21st Century, technology-based assessments.
6. Be affordable and sustainable.

# How will PARCC be Different?

**Students:** Will know if they are on track to graduate ready for college/careers

**Teachers:** Will have access to timely data to guide learning and instruction

**Parents:** Will have clear and timely information about student progress

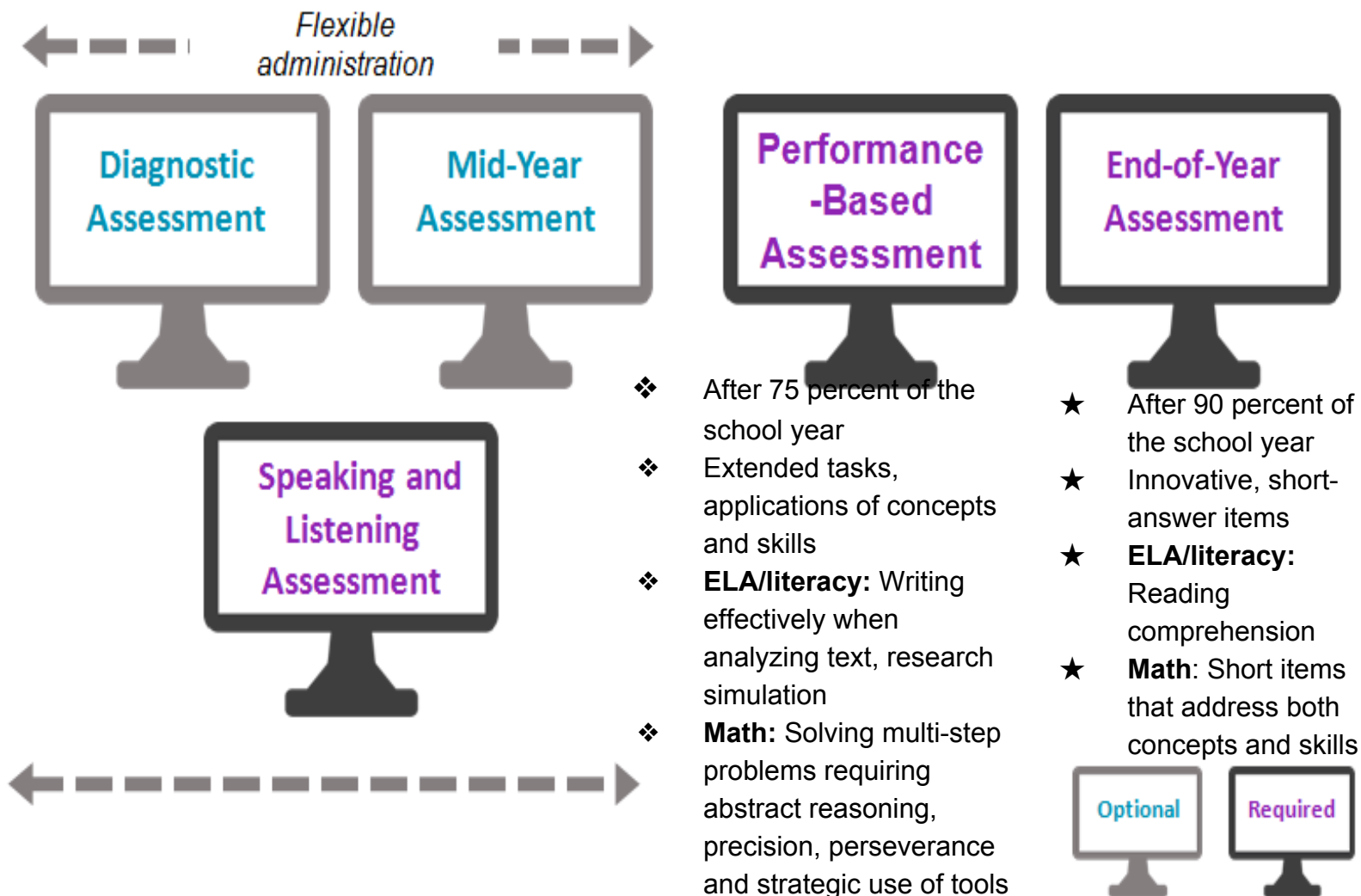
**States:** Will have valid results that are comparable across borders

# PARCC Assessments

## ELA/Literacy & Mathematics Grades 3-11

Beginning of  
School Year

End of  
School Year



# Community Questions

## District 81 Community Information Night



**Schiller Park**  
School District 81

**Please complete the form below with any questions you have.**

Check which building(s) your child or children attends.

- ☐ Kennedy
- ☐ Washington
- ☐ Lincoln

Check which topic your questions pertain to. Check all that apply.

- ☐ Common Core State Standards
- ☐ Standards Based Report Cards
- ☐ PARCC Assessment
- ☐ Other (Please describe below)

---

**Name:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Questions (Use the backside as needed):**