

**Examining the Alignment of the Iowa Core to the Common Core:
English Language Arts and Mathematics
Summary Report for the Iowa State Board of Education**

Background Information

An alignment study was commissioned and completed by the Iowa Department of Education (DE) in July 2010 to examine the degree of alignment of the Iowa Core (Literacy and Mathematics) to the Common Core State Standards (English/Language Arts (ELA) and Mathematics). The alignment study was commissioned to examine the questions below, a well as to help determine what additional concepts and skills Iowa should add to what is established in the Common Core.

The *Achieve* organization (<http://achieve.org/>), an independent, bipartisan, non-profit education reform organization based in Washington, D.C., developed a web-based alignment tool along with support documentation that was used to examine the alignment of the Iowa Core with the Common Core State Standards.

Study Questions

1. What is the degree of alignment between the Iowa Core and the Common Core?
2. What portions of the Common Core are not covered by anything from the Iowa Core?
3. What portions of the Iowa Core are not matched to anything in the Common Core?

Project Staffing

The Literacy panel consisted of experts from the Iowa Department of Education (n = 1), the AEA's (n = 2), and local districts (n = 3), for a total of six Literacy panel members. The Math panel consisted of experts from the Iowa Department of Education (n = 1), the AEA's (n = 2), local districts (n = 2), independent consultants (n = 2), and from a state professional organization (n = 1) for a total of eight Math panel members. An alignment specialist from one of the Iowa AEA's was asked to fulfill the role of session facilitator and technical support, with additional support provided by Achieve staff.

Project Method and Activities

Table 1. Explanation of Project Activities

Project Activity	Explanation
1. Document review and Q & A	Panel members read all Achieve support documents and asked the session facilitator clarifying questions.
2. Database Navigation and Use	Panel members used to Achieve User Guide (Appendix C) to log in and practice using the online database.
3. Rater Calibration	Rater dyads independently matched and rated the Iowa Core to the Common Core State Standards, discussed similarities and differences, then rated another standard until the pair approached rating in a similar manner.
4. Primary Data Entry (IA)	Panel members each independently matched and rated pre-assigned standards.
5. Secondary Data Reflection (IA)	Panel members each independently reviewed and

	commented on pre-assigned standards that had already been reviewed by a primary reviewer.
6. Finalize Consensus and Clean Up	Disagreements, coding errors, and omissions were corrected.
7. Define the 15%	Content from unmatched portions of the Iowa Core not matched to a Common Core Standard and other sources was selected for proposed addition to the revised Iowa Core.
8. Send proposal to State Board (IA)	A summary report and proposal will be provided to the Iowa State Board of Education for consideration.

Note: Activities with an (IA) designation are activities designed specifically for the Iowa alignment project, not by Achieve.

Results

Figure 1. Questions 1 and 2 – English/Language Arts

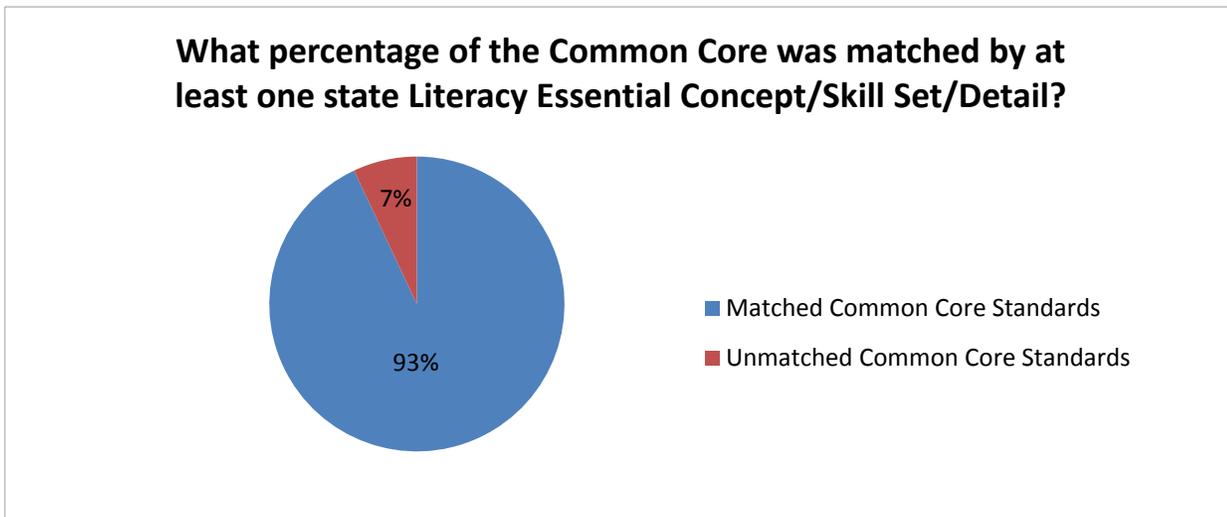


Figure 2. Questions 1 and 3 – English/Language Arts

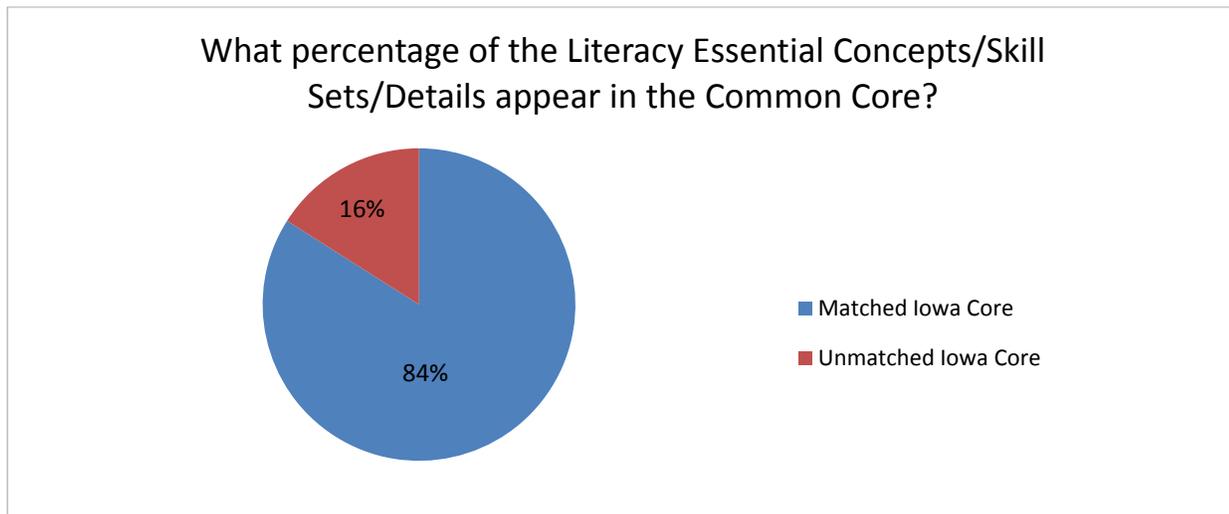


Figure 3. Questions 1 and 2 – Mathematics

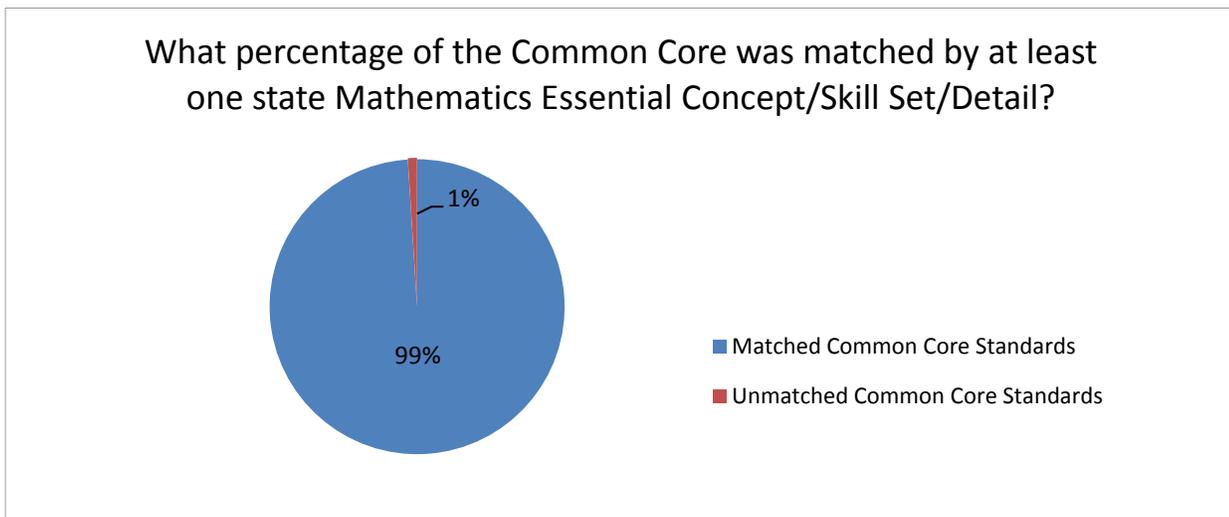


Figure 4. Questions 1 and 3 – Mathematics

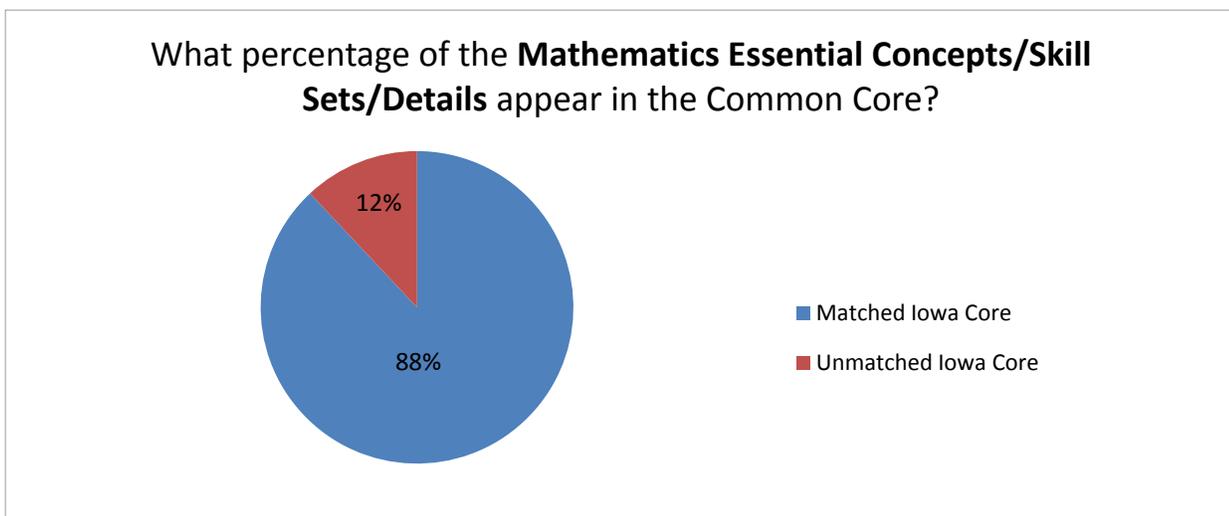


Table 2. Proposed Additions Not in the Common Core State Standards

English/Language Arts		Mathematics	
Grade Level/ Span	Recommended Additions	Grade Level/ Span	Recommended Additions
K-2	<u>Speaking/Listening</u> : Recite familiar stories, poems, nursery rhymes, and lines of a play.	2	Additional measurement concept
3-5	<u>Speaking/Listening</u> : Perform dramatic readings and presentations.		Additional data concept
9-12	<u>Speaking/Listening</u> : Debate an issue from either side	9-12	Graphing points in three dimensions
6-12	<u>Reading</u> : Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> ▪ Read on-level text at an appropriate rate, with accuracy, prosody, and comprehension. 		Vertex-edge graphs (mathematics of networks)
	<u>Speaking/Listening</u> : Prepare and conduct interviews. <u>Speaking/Listening</u> : Participate in public		Social decision making
	<u>Standards for Literacy in History/Social Studies, Science, and Technical Subjects</u> : Extend to include physical education, fine arts, world languages, and others. Define technical subjects to ensure that mathematics, technology, and all career and technical education coursework are included.	Information processing and the Internet (mathematics of the Internet) <i>Mathematics of the Internet content is recommended to add in the “plus” category, which consists of specific Common Core Standards at the high school level identified as “additional mathematics that students should learn in order to take advanced courses, such as Calculus, Advanced Statistics, or Discrete Mathematics.”</i>	
K-12	<u>Reading</u> : Add missing comprehension strategies for reading <ul style="list-style-type: none"> ▪ Visualize ▪ Monitor for comprehension 	K-12	Increasing the emphasis on recognizing and applying patterns throughout mathematics. <i>This content would be added to Mathematical Practice #7 – Look for and Make Use of Structure.</i>
	<u>Writing</u> : Use writing as a tool for learning <u>Writing</u> : Write on demand		