



## SECTION I

# **Wisconsin's Approach to Academic Standards**





## Foreword

On June 2, 2010, I formally adopted the Common Core State Standards for Mathematics and English Language Arts, including the Literacy in History/Social Studies, Science, and the Technical Subjects for Wisconsin.

The adoption of the Common Core State Standards capped a one year effort led by the Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA) to define K-12 academic standards that are aligned with college and work expectations, inclusive of rigorous content and application, and are internationally benchmarked. Staff from state departments of education reviewed and provided feedback on early drafts leading to a public comment period for citizens and educators. As of June 2011, 42 states have adopted the Common Core State Standards in this voluntary effort to bring academic consistency across the states.

Adoption of the standards, however, is the easy task. Implementing them through engaging instruction coupled with rigorous learning activities and assessment is the hard work. I applaud the efforts that are underway at the DPI, local school districts, Cooperative Educational Service Agencies (CESAs), professional organizations, and colleges and universities to bring the Common Core State Standards to teachers across Wisconsin.

The first step to implementation requires that teachers know and understand the Common Core State Standards. This document provides guidance on the relationship between the Common Core State Standards and our vision of Every Child a Graduate, supporting all students through Response to Intervention, and the responsibility that all teachers have for developing reading, writing, thinking, speaking, and listening skills.

One of the most distinguishing features of the Common Core State Standards is the emphasis directed to literacy in all of the disciplines. For students to be career and college ready, they must be proficient in reading and writing complex informational and technical text. This means that instruction in every classroom focuses on both the content and the reading and writing skills that students need to demonstrate learning in the discipline.

To support and ensure implementation, we will partner with school districts, universities, professional organizations, CESAs, and CCSSO to develop curriculum resources and highlight effective practices. Wisconsin educators are the best, both in their content knowledge and commitment to high-quality instruction. Combining helpful resources with effective practices used by quality educators leads to success for Wisconsin students.

Tony Evers, PhD  
State Superintendent



**“The adoption of Common Core State Standards defines K-12 academic standards that are aligned with college and work expectations, inclusive of rigorous content and application.”**



## Acknowledgements

A special thanks to the Council of Chief State School Officers and the National Governors Association for having the vision to undertake the massive state-led project, the Common Core State Standards.

Thanks to Great Lakes West Comprehensive Center and Director Linda Miller for the generous support of Wisconsin's standards projects, and to Rachel Trimble and Beth Ratway for their guidance during the last year.

Thanks also to the CESA Statewide Network and Commissioner Jesse Harness for partnering to keep the CCSS message consistent statewide, and to the CESA School Improvement Specialists Network for their role in producing and providing high quality professional development statewide.

Also thanks to the many staff members across divisions and teams at DPI who have collaboratively contributed their time and talent to this project.

Finally, a special thanks to Wisconsin educators and citizens who provided public comment and feedback to drafts of the Common Core State Standards, served on statewide standards leadership groups, and supported implementation of standards.

## Purpose of the Document

To assist Wisconsin education stakeholders in understanding and implementing the **Common Core State Standards (CCSS)**, Wisconsin Department of Public Instruction (DPI) has developed guidance to be used along with the CCSS. These materials are intended to provide further direction and should not be viewed as administrative rule. This publication provides a vision for student success, guiding principles for teaching and learning, and locates the standards within a multi-level system of support where high quality instruction, balanced assessment, and collaboration function together for student learning. Information on the design and content of the CCSS is included, as is a guide to assist with facilitating local conversations about these internationally-benchmarked standards and how they impact instruction.



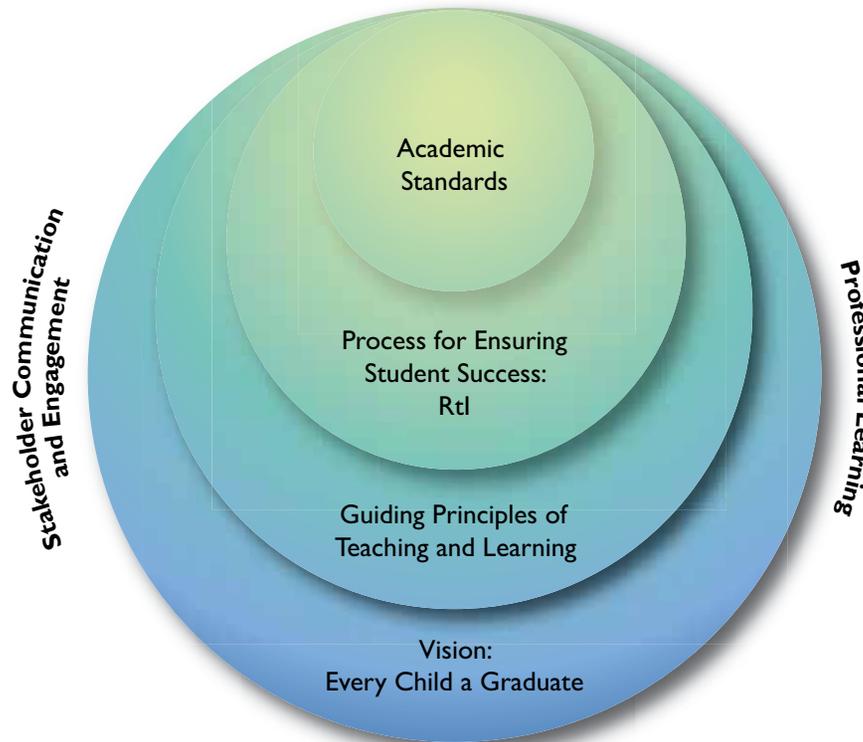


## Aligning for Student Success

To build and sustain schools that support every student in achieving success, educators must work together with families, community members, and business partners to connect the most promising practices in the most meaningful contexts. Major statewide initiatives focus on high school graduation, Response to Intervention (RtI), and the *Common Core State Standards for English Language Arts, Disciplinary Literacy, and Mathematics*. While these are often viewed as separate efforts or

initiatives, each of them is connected to a larger vision of every child graduating college and career ready. The graphic below illustrates how these initiatives function together for a common purpose. Here, the vision and set of guiding principles form the foundation for building a supportive process for teaching and learning rigorous and relevant content. The following sections articulate this integrated approach to increasing student success in Wisconsin schools and communities.

### Relationship Between Vision, Principles, Process, Content



### A Vision: Every Child a Graduate

In Wisconsin, we are committed to ensuring every child is a graduate who has successfully completed a rigorous, meaningful, 21st century education that will prepare him or her for careers, college and citizenship. Though our public education system continues to earn nation-leading graduation rates, a fact we can be proud of, one in ten students drop out of school, achievement gaps are too large, and overall achievement could be even higher. This vision for every child a graduate guides our beliefs and approaches to education in Wisconsin.

### Guided By Principles

All educational initiatives are guided and impacted by important and often unstated attitudes or principles for teaching and learning. *The Guiding Principles for Teaching and Learning* emerge from research and provide the touchstone for practices that truly affect the vision of every child a graduate prepared for college and career. When made transparent, these principles inform what happens in the classroom, the implementation and evaluation of programs, and most important, remind us of our own beliefs and expectations for students.



### Ensuring a Process for Student Success

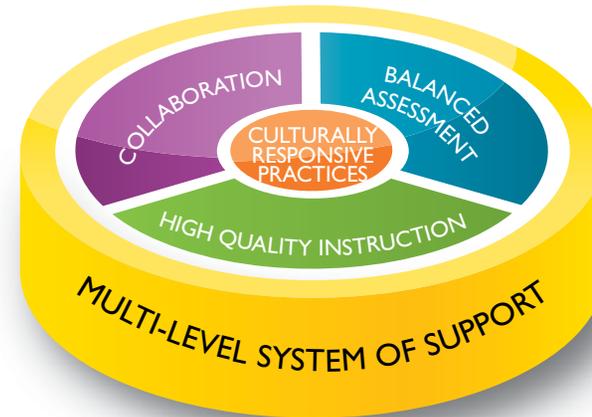
To ensure that every child in Wisconsin graduates prepared for college and career, schools need to provide high quality instruction, balanced assessment and collaboration reflective of culturally responsive practices. The Wisconsin Response to Intervention (RtI) framework helps to organize the components of a system designed to support student learning. Below, the three essential elements of high quality instruction, balanced assessment and collaboration interact within a multi-level system of support to ensure each student receives what he or she needs to access higher levels of academic and behavioral success.

At the school or district level, programs, initiatives and practices related to high quality instruction, balanced assessment and collaboration can be more powerful when organized or braided to function systemically to support all students. The focus must be on a comprehensive approach to student learning.

### Connecting to Content: The Common Core State Standards

Within this vision for increased student success, rigorous, internationally-benchmarked academic standards provide the content for high quality curriculum and instruction, and for a balanced assessment system aligned to those standards. With the adoption of the CCSS, Wisconsin has the tools to build world-class curriculum, instruction and assessments for greater student learning. The CCSS articulate what we teach so that educators can focus on how instruction can best meet the needs of each student. When implemented within a multi-level system of support, the CCSS can help to ensure that every child will graduate prepared for college, work and a meaningful life.

### Wisconsin's Vision for RtI



**“Educators must work together with families, community members, and business partners to connect the most promising practices in the most meaningful contexts.”**



## Guiding Principles for Teaching and Learning

These guiding principles are the underpinnings of effective teaching and learning for every Wisconsin teacher and every Wisconsin student. They are larger than any one initiative, process or set of standards. Rather, they are the lens we look through as we identify teaching and learning standards, design assessments and determine what good instruction looks like. These principles recognize that every student has the right to learn and are built upon three essential elements: high quality instruction, balanced assessment, and collaboration. They are meant to align with academic excellence, rigorous instruction, and college and career readiness for every Wisconsin student. For additional research, resources and probing questions to support professional learning on the six principles, please see the Wisconsin Research and Resources section of this document.

### **Every student has the right to learn.**

It is our collective responsibility as an education community to make certain each child receives a high-quality, challenging education designed to maximize potential, an education that reflects and stretches his or her abilities and interests. This belief in the right of every child to learn forms the basis of equitable teaching and learning. The five principles that follow cannot exist without this commitment guiding our work.

### **Instruction must be rigorous and relevant.**

To understand the world in which we live, there are certain things we all must learn. Each school subject is made up of a core of essential knowledge that is deep, rich, and vital. Every student, regardless of age or ability, must be taught this essential knowledge. What students learn is fundamentally connected to how they learn, and successful instruction blends the content of a discipline with processes of an engaging learning environment that changes to meet the dynamic needs of all students.



### **Purposeful assessment drives instruction and affects learning.**

Assessment is an integral part of teaching and learning. Purposeful assessment practices help teachers and students understand where they have been, where they are, and where they might go next. No one assessment can provide sufficient information to plan teaching and learning. Using different types of assessments as part of instruction results in useful information about student understanding and progress. Educators should use this information to guide their own practice and in partnership with students and their families to reflect on learning and set future goals.

### **Learning is a collaborative responsibility.**

Teaching and learning are both collaborative processes. Collaboration benefits teaching and learning when it occurs on several levels: when students, teachers, family members, and the community collectively prioritize education and engage in activities that support local schools, educators, and students; when educators collaborate with their colleagues to support innovative classroom practices and set high expectations for themselves and their students; and when students are given opportunities to work together toward academic goals in ways that enhance learning.

### **Students bring strengths and experiences to learning.**

Every student learns. Although no two students come to school with the same culture, learning strengths, background knowledge, or experiences, and no two students learn in exactly the same way, every student's unique personal history enriches classrooms, schools, and the community. This diversity is our greatest education asset.

### **Responsive environments engage learners.**

Meaningful learning happens in environments where creativity, awareness, inquiry, and critical thinking are part of instruction. Responsive learning environments adapt to the individual needs of each student and encourage learning by promoting collaboration rather than isolation of learners. Learning environments, whether classrooms, schools, or other systems, should be structured to promote engaged teaching and learning.



## Reaching Every Student; Reaching Every Discipline

### Reaching Every Student

The CCSS set high, clear and consistent expectations for all students. In order to ensure that all students can meet and exceed those expectations, Wisconsin educators provide flexible and fluid support based on student need. Each student brings a complex system of strengths and experiences to learning. One student may have gifts and talents in mathematics and need additional support to reach grade-level standards in reading. A student may be learning English as a second language while remaining identified for gifted services in science. The following statements provide guidance for how to ensure that the CCSS provide the foundation for learning for every student in Wisconsin, regardless of their unique learning needs.

### Application of Common Core State Standards for English Language Learners

The National Governors Association Center for Best Practices and the Council of Chief State School Officers strongly believe that all students should be held to the same high expectations outlined in the Common Core State Standards. This includes students who are English language learners (ELLs). However, these students may require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge.

ELLs are a heterogeneous group with differences in ethnic background, first language, socioeconomic status, quality of prior schooling, and levels of English language proficiency. Effectively educating these students requires pre-assessing each student instructionally, adjusting instruction accordingly, and closely monitoring student progress. For example, ELLs who are literate in a first language that shares cognates with English can apply first-language vocabulary knowledge when reading in English; likewise ELLs with high levels of schooling can often bring to bear conceptual knowledge developed in their first language when reading in English. However, ELLs with limited or interrupted schooling will need to acquire background knowledge prerequisite to educational tasks at hand. Additionally, the development of native-like proficiency in English takes many years and may not be achieved by all ELLs especially if they start

schooling in the US in the later grades. Teachers should recognize that it is possible to achieve the standards for reading and literature, writing & research, language development and speaking & listening without manifesting native-like control of conventions and vocabulary.

### English Language Arts

The Common Core State Standards for English Language Arts (ELA) articulate rigorous grade-level expectations in the areas of reading, writing, speaking, listening to prepare all students to be college and career ready, including English language learners. Second-language learners also will benefit from instruction about how to negotiate situations outside of those settings so they are able to participate on equal footing with native speakers in all aspects of social, economic, and civic endeavors.

ELLs bring with them many resources that enhance their education and can serve as resources for schools and society. Many ELLs have first language and literacy knowledge and skills that boost their acquisition of language and literacy in a second language; additionally, they bring an array of talents and cultural practices and perspectives that enrich our schools and society. Teachers must build on this enormous reservoir of talent and provide those students who need it with additional time and appropriate instructional support. This includes language proficiency standards that teachers can use in conjunction with the ELA standards to assist ELLs in becoming proficient and literate in English. To help ELLs meet high academic standards in language arts it is essential that they have access to:

- Teachers and personnel at the school and district levels who are well prepared and qualified to support ELLs while taking advantage of the many strengths and skills they bring to the classroom;
- Literacy-rich school environments where students are immersed in a variety of language experiences;
- Instruction that develops foundational skills in English and enables ELLs to participate fully in grade-level coursework;



- Coursework that prepares ELLs for postsecondary education or the workplace, yet is made comprehensible for students learning content in a second language (through specific pedagogical techniques and additional resources);
- Opportunities for classroom discourse and interaction that are well-designed to enable ELLs to develop communicative strengths in language arts;
- Ongoing assessment and feedback to guide learning; and
- Speakers of English who know the language well enough to provide ELLs with models and support.

### **Application to Students with Disabilities**

The Common Core State Standards articulate rigorous grade-level expectations in the areas of mathematics and English language arts. These standards identify the knowledge and skills students need in order to be successful in college and careers.

Students with disabilities, students eligible under the Individuals with Disabilities Education Act (IDEA), must be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. These common standards provide an historic opportunity to improve access to rigorous academic content standards for students with disabilities. The continued development of understanding about research-based instructional practices and a focus on their effective implementation will help improve access to mathematics and English language arts (ELA) standards for all students, including those with disabilities. Students with disabilities are a heterogeneous group with one common characteristic: the presence of disabling conditions that significantly hinder their abilities to benefit from general education (IDEA 34 CFR §300.39, 2004). Therefore, how these high standards are taught and assessed is of the utmost importance in reaching this diverse group of students.

In order for students with disabilities to meet high academic standards and to fully demonstrate their conceptual and procedural knowledge and skills in mathematics, reading, writing, speaking and listening (English language arts), their instruction must incorporate supports and accommodations, including:

- Supports and related services designed to meet the unique needs of these students and to enable their access to the general education curriculum (IDEA 34 CFR §300.34, 2004).
- An Individualized Education Program (IEP)<sup>1</sup> which includes annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards.
- Teachers and specialized instructional support personnel who are prepared and qualified to deliver high-quality, evidence-based, individualized instruction and support services.

Promoting a culture of high expectations for all students is a fundamental goal of the Common Core State Standards. In order to participate with success in the general curriculum, students with disabilities, as appropriate, may be provided additional supports and services, such as:

- Instructional supports for learning, based on the principles of Universal Design for Learning (UDL),<sup>2</sup> which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression.
- Instructional accommodations (Thompson, Morse, Sharpe & Hall, 2005), changes in materials or procedures, which do not change the standards but allow students to learn within the framework of the Common Core.
- Assistive technology devices and services to ensure access to the general education curriculum and the Common Core State Standards.

Some students with the most significant cognitive disabilities will require substantial supports and accommodations to have meaningful access to certain standards in both instruction and assessment, based on their communication and academic needs. These supports and accommodations should ensure that students receive access to multiple means of learning and opportunities to demonstrate knowledge, but retain the rigor and high expectations of the Common Core State Standards.



## Implications for the Common Core State Standards for Students with Gifts and Talents

The CCSS provide a roadmap for what students need to learn by benchmarking expectations across grade levels. They include rigorous content and application of knowledge through higher-order skills. As such, they can serve as a foundation for a robust core curriculum, however, students with gifts and talents may need additional challenges or curricular options. In order to recognize what adaptations need to be made or what interventions need to be employed, we must understand who these students are.

According to the National Association for Gifted Children (2011), “Giftedness, intelligence, and talent are fluid concepts and may look different in different contexts and cultures” (para. 1). This means that there are students that demonstrate high performance or have the potential to do so in academics, creativity, leadership, and/or the visual and performing arts. Despite this diversity there are common characteristics that are important to note.

Students with gifts and talents:

- Learn at a fast pace.
- Are stimulated by depth and complexity of content.
- Make connections.

These traits have implications for how the Common Core State Standards are used. They reveal that as curriculum is designed and instruction, is planned there must be:

- Differentiation based on student readiness, interest, and learning style:
  - Pre-assessing in order to know where a student stands in relation to the content that will be taught (readiness), then teach those standards that the student has not mastered and enrich, compact, and/or accelerate when standards have been mastered. This might mean using standards that are beyond the grade level of the student.
  - Knowledge of our students so we are familiar with their strengths, background knowledge, experiences, interests, and learning styles.

- Flexible grouping to provide opportunities for students to interact with peers that have similar abilities, similar interests, and similar learning styles (homogenous grouping), as well as different abilities, different interests, and different learning styles (heterogeneous grouping).
- Differentiation of content, process, and product.
  - Use of a variety of materials (differentiating content) to provide challenge. Students may be studying the same concept using different text and resources.
  - Variety of tasks (differentiating process). For example in a science lesson about the relationship between temperature and rate of melting, some students may use computer-enhanced thermometers to record and graph temperature so they can concentrate on detecting patterns while other students may graph temperature at one-minute intervals, then examine the graph for patterns.
  - Variety of ways to demonstrate their learning (differentiating product). These choices can provide opportunities for students with varying abilities, interests, and learning styles to show what they have discovered.
- Adjustment to the level, depth, and pace of curriculum.
  - Compact the curriculum to intensify the pace.
  - Vary questioning and use creative and critical thinking strategies to provide depth.
  - Use standards beyond the grade level of the students. Since the CCSS provide a K-12 learning progression, this is easily done.
  - Accelerate subject areas or whole grades when appropriate.
- Match the intensity of the intervention with the student’s needs. This means that we must be prepared to adapt the core curriculum and plan for a continuum of services to meet the needs of all students, including those with gifts and talents.



## References

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## Reaching Every Discipline Wisconsin's Approach to Disciplinary Literacy

### Background

In Wisconsin, we hold the vision that every child must graduate ready for further post-secondary education and the workforce. To achieve this vision, students must develop the skills to think, read, communicate, and perform in many academic contexts. If students must develop these specific skills, every educator must then consider how students learn to read, write, think, speak and listen in their discipline.

The kinds of reading, writing, thinking, speaking and listening required in a marketing course are quite different when compared with the same processes applied in an agriculture, art or history course. For example, a student may have successfully learned the vocabulary and content needed to score an A on a freshman biology test, but finds he still struggles to understand relevant articles from *Popular Science Magazine*, or use his science vocabulary to post respected responses on an environmental blog he reads at home. This student knows biology content, but lacks the disciplinary literacy to think, read, write, and speak with others in this field. Without this ability, his content knowledge is limited only to the classroom, and cannot extend to the real world around him.

**In Wisconsin, disciplinary literacy is defined as the confluence of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, think critically and perform in a way that is meaningful within the context of a given field.**

Teaching for disciplinary literacy ensures that students develop the skills to use the deep content knowledge they learn in school in ways that are relevant to each of them, and to the world around them.

In 2009, *The State Superintendent's Adolescent Literacy Plan* offered recommendations for how to begin professional conversations about disciplinary literacy in Wisconsin. The plan recommended Wisconsin write standards for literacy that were specific to each discipline, and emphasized the need to accompany these literacy standards with discipline-specific professional learning.

### Wisconsin's Approach to Disciplinary Literacy

In 2010, the Council of Chief State School Officers (CCSSO) responded to this need for standards by publishing *Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects* in grades 6-12. These standards were adopted by State Superintendent Tony Evers in June 2010. Wisconsin applauds this bold move to begin a national conversation on disciplinary literacy, and recognizes the need to broaden this effort to include all disciplines, and every educator in every grade level.

The ability to read, write, think, speak, and listen, in different ways and for different purposes begins early and becomes increasingly important as students pursue specialized fields of study in high school and beyond. These abilities are as important in mathematics, engineering and art courses as they are in science, social studies and English.

To further solidify Wisconsin's expanded approach to disciplinary literacy, a statewide leadership team comprised of K-16 educators from diverse subject areas was convened. A set of foundations, was established and directs Wisconsin's approach to disciplinary literacy.

This document begins the conversation about literacy in all subjects. It will come to life when presented to teachers and they are able to showcase their subjects' connection to literacy in all subjects which will bring the literacy standards to life for their community of learners.





### Wisconsin Foundations for Disciplinary Literacy

To guide understanding and professional learning, a set of foundational statements, developed in concert with *Wisconsin's Guiding Principles for Teaching and Learning*, directs Wisconsin's approach to disciplinary literacy.

- Academic learning begins in early childhood and develops across all disciplines.
- Content knowledge is strengthened when educators integrate discipline-specific literacy into teaching and learning.
- The literacy skills of reading, writing, listening, speaking and critical thinking improve when content-rich learning experiences motivate and engage students.
- Students demonstrate their content knowledge through reading, writing, listening, and speaking as part of a content literate community.

### Wisconsin's Common Core Standards for Literacy in All Subjects

With the Wisconsin Foundations for Disciplinary Literacy, Wisconsin expands the *Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects*, to include every educator in every discipline and at every level. *The Common Core Standards for English Language Arts* include the Literacy Standards in History/Social Studies, Science and Technical Subjects as well as other relevant standards materials, resources, and research that support discipline-specific conversations across all content areas and grade levels.

*The Common Core State Standards for Literacy in all Subjects* is included as part of every set of Wisconsin standards as each discipline is reviewed in accordance with the process for Wisconsin standards revision <http://www.dpi.wi.gov/standards>. This document includes relevant resources and research that may be helpful in advancing school and district conversations, and can also be downloaded at [www.dpi.wi.gov/standards](http://www.dpi.wi.gov/standards) or purchased as a stand-alone document through [www.dpi.wi.gov/publications](http://www.dpi.wi.gov/publications).

