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, as 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 AEAs (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 AEAs (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 AEAs 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

<table>
<thead>
<tr>
<th>Project Activity</th>
<th>Explanation</th>
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<tbody>
<tr>
<td>1. Document review and Q &amp; A</td>
<td>Panel members read all Achieve support documents and asked the session facilitator clarifying questions.</td>
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<tr>
<td>2. Database Navigation and Use</td>
<td>Panel members used to Achieve User Guide (Appendix C) to log in and practice using the online database.</td>
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<tr>
<td>3. Rater Calibration</td>
<td>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.</td>
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<tr>
<td>4. Primary Data Entry (IA)</td>
<td>Panel members each independently matched and rated pre-assigned standards.</td>
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<td>5. Secondary Data Reflection</td>
<td>Panel members each independently reviewed and</td>
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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

What percentage of the Common Core was matched by at least one state Literacy Essential Concept/Skill Set/Detail?

- Matched Common Core Standards: 93%
- Unmatched Common Core Standards: 7%

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

What percentage of the Literacy Essential Concepts/Skill Sets/Details appear in the Common Core?

- Matched Iowa Core: 84%
- Unmatched Iowa Core: 16%
Figure 3. Questions 1 and 2 – Mathematics

What percentage of the Common Core was matched by at least one state Mathematics Essential Concept/Skill Set/Detail?

- Matched Common Core Standards: 99%
- Unmatched Common Core Standards: 1%

Figure 4. Questions 1 and 3 – Mathematics

What percentage of the Mathematics Essential Concepts/Skill Sets/Details appear in the Common Core?

- Matched Iowa Core: 88%
- Unmatched Iowa Core: 12%
<table>
<thead>
<tr>
<th>Grade Level/ Span</th>
<th>Recommended Additions</th>
<th>Grade Level/ Span</th>
<th>Recommended Additions</th>
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<tbody>
<tr>
<td>K-2</td>
<td>Speaking/Listening: Recite familiar stories, poems, nursery rhymes, and lines of a play.</td>
<td>2</td>
<td>Additional measurement concept</td>
</tr>
<tr>
<td>3-5</td>
<td>Speaking/Listening: Perform dramatic readings and presentations.</td>
<td></td>
<td>Additional data concept</td>
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<tr>
<td>9-12</td>
<td>Speaking/Listening: Debate an issue from either side</td>
<td>9-12</td>
<td>Graphing points in three dimensions</td>
</tr>
</tbody>
</table>
|                   | Reading: Read with sufficient accuracy and fluency to support comprehension.  
|                   |  ▪ Read on-level text at an appropriate rate, with accuracy, prosody, and comprehension. |                   | Vertex-edge graphs (mathematics of networks) |
|                   | Speaking/Listening: Prepare and conduct interviews.  
|                   | Speaking/Listening: Participate in public standards for literacy in history/social studies, science, and technical subjects: 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. | 9-12              | Social decision making |
|                   | Writing: Use writing as a tool for learning  
|                   | Writing: Write on demand | K-12              | Increasing the emphasis on recognizing and applying patterns throughout mathematics.  
|                   | This content would be added to mathematical practice #7 – Look for and make use of structure. |                   | |

*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.”*