

English Language Arts Gap Analysis (Sample): State Standards View of Common Core

Document Overview

This example shows how gap analysis can provide the tools to help you understand how content in your State Standards is represented in the Common Core standards. This sample document is organized by the State Standards; the analysis is done from that perspective. A paired sample document is available as well; it is organized by the Common Core standards, and the analysis in that document is presented from the Common Core perspective.

There are two categories of criteria used in the analysis: content alignment and rigor. Content alignment concerns whether the content in a state standard is addressed at all in the Common Core and, if it is, whether the associated statements from the Common Core reflect the same scope, specificity, phrasing and emphasis, or whether the knowledge is simply implied. The analysis for rigor identifies when higher demands are made of students, either because mastery of content is expected at an earlier grade, or the expectations regarding the content are significantly more challenging, or both.

The findings related to content alignment and rigor are summarized in graphs at the beginning of each grade and course. These graphs provide a quick overview of how commonly the different types of alignments were found and how the documents differed in level of rigor. A sample graph is provided immediately following this page. Cases where content is required at an earlier grade, but is also found to be less difficult, are not counted as a rigor issue in the graphs; however, such cases are noted in the comments so that they may be reviewed and the discrepancy considered.

How this document may be used

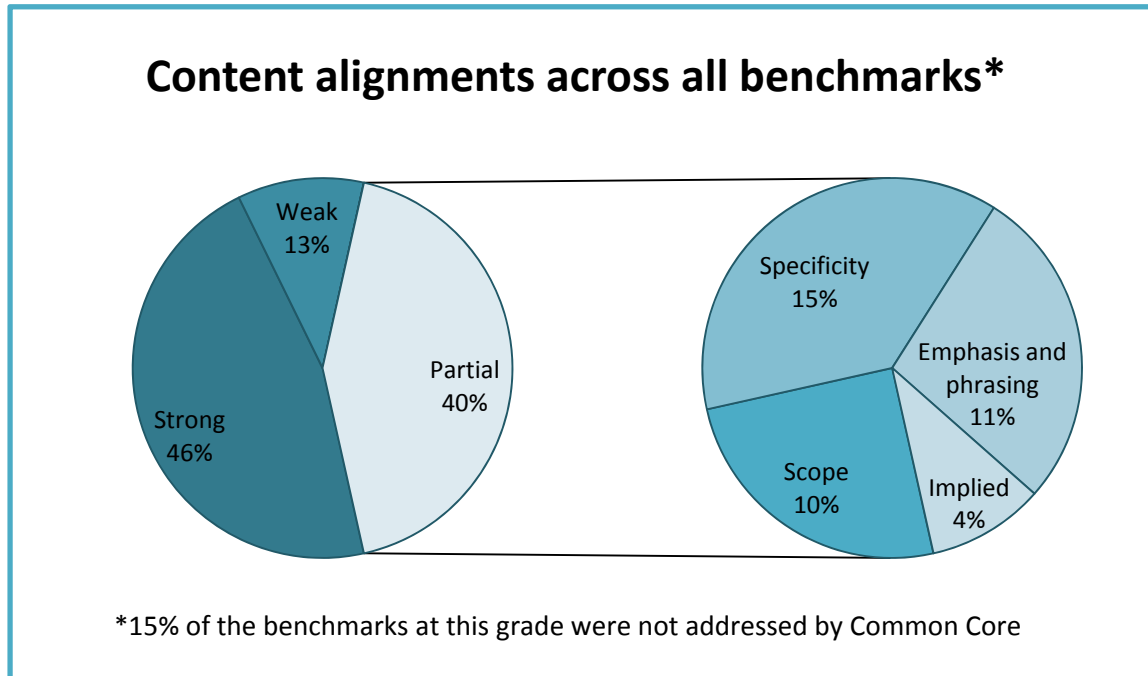
This document, which provides the state standards perspective on the Common Core standards, may be used to answer questions like the following:

- Does Common Core address every benchmark or indicator in the State standard?
- Are all aspects of the benchmark addressed, or are there more details found in the state?
- Is the content of the state standards found in Common Core at this grade, or is it found in earlier or later grades?
- Is the state standard more challenging, or less so?
- Is the emphasis or focus for this benchmark significantly different from the standard?
- How does the content in this benchmark play out across the grades within the Common Core?
- Would current resources (lesson plans, activities, classroom assessments) for instruction on this benchmark still be useful given how and where the content is addressed in the Common Core?

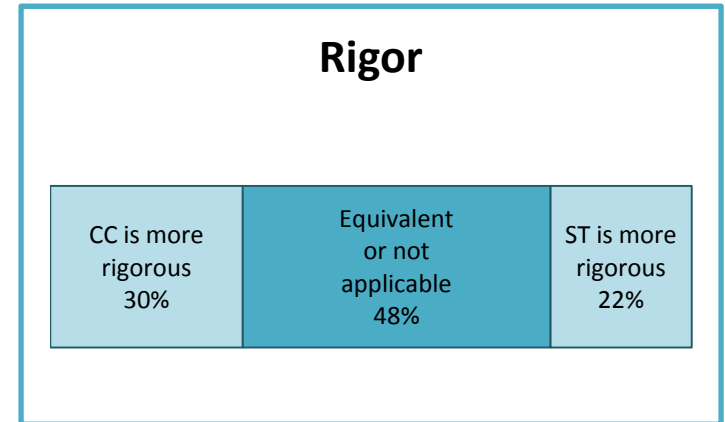
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Grade 4, State Compared to Common Core

How well language arts content is addressed in the Common Core standards at this grade is summarized in two categories, content alignment and rigor. The findings are depicted in the graphs below. **Content alignment** characterizes the nature of the content match between the Common Core and state standards. A *Strong* match indicates the Common Core fully addresses the content of the benchmark. A *Partial* match is assigned when the Common Core document does not offer the same level of *Specificity* as the state document, does not cover the complete *Scope* of the benchmark, differs importantly in its *Emphasis and Phrasing*, or provides only an *Implied* coverage of the content. If more than one of the issues just described characterizes the coverage of content by Common Core, the alignment is identified as *Weak*. Finally, if a state benchmark could not be aligned to the Common Core, it is marked as *Not Addressed*. The standards were also compared to identify relative **Rigor**. A benchmark was counted more rigorous over the other when higher demands are made of students, either because mastery of content is expected at an earlier grade, or the expectations regarding the content are significantly more challenging, or both.



A summary of how well Common Core Standards addressed content found in the State benchmarks. See above for a discussion about the alignment categories. *[For illustration purposes; does not reflect data of the sample analysis that follows.]*



Content in the documents was compared for the relative demands placed on students. The graph displays the percentage of benchmarks that were more rigorous, by document. A significant percentage of the content was either equivalent in rigor between the two standards, or could not be rated for rigor (e.g., when content was not addressed by both documents). See discussion above for more information. *[For illustration purposes; does not reflect data of the sample analysis that follows.]*

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State English Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards		
Grade 4						
Standard 1: Students engage in the writing process.						
Writing Process						
W.4.1	Use organizational structures in writing, such as chronological order, cause and effect, compare/contrast, or problem/solution.	Strong	ST	CC content is in grade 6; state content is in grade 4.	6.w.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
		Partial (specificity)		State is more specific about organizational structures.	4.W.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
W.4.2	Use a computer to draft, revise, and publish writing.	Partial (specificity)		State is more specific.	4.W.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

* Rigor: CC: Common Core standards are more rigorous; ST: State standards are more rigorous.

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State English Language Arts Standards	Content Alignment	More Rigor*	Comments	Common Core Standards
Research Process				
W.4.3	Support judgments through references to both the text and prior and personal knowledge.	Partial (phrasing)	Content is similar, with some difference in phrasing.	4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
W.4.4	Select and use a variety of sources.	Strong		4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
Conventions and Mechanics				
W.4.5	Write in a variety of sentence structures (e.g., simple and compound) and types (e.g., declarative, interrogative, imperative, exclamatory).	Strong	CC	1.L.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
W.4.6	Distinguish between complete and incomplete sentences.	Partial (emphasis and phrasing)	Content is similar with some difference in emphasis and phrasing.	4.W.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
W.4.7	Correctly use capitalization (e.g., magazines, newspapers, organizations).	Partial (specificity)	State is more specific.	4.L.2.a Use correct capitalization.
W.4.8	Write legibly in cursive.	Not addressed		

* Rigor: CC: Common Core standards are more rigorous; ST: State standards are more rigorous.