

Welcome to [The EdGate Observer](#)!



Reading the March 7 New York Times Magazine's cover story, "*Can Good Teaching Be Learned?*" reminded me of why most of us are in the education business: We want to help teachers teach and students learn! For [EdGate's](#) part, we believe that assisting publishers and educators correlate content to standards ([EdGate Correlation Services](#)) and providing lesson enhancements to teachers ([Curriculum Matrix](#)) are essential features of a successful teaching and learning process.

The Times' article tackles that perennial and nagging question..."What makes a teacher effective?" One notion, which strikes me as somewhat mystical, is that good teachers are simply born to the job. But with some 3.7 million teachers in U.S. classrooms, we had better figure out how to help all our current and new educators teach better. One encouraging finding is that a teacher's knowledge of his or her subject matter is a key determinant of a student's learning. By providing clear standards and correlated content, and by helping teachers construct coordinated lessons, we contribute to that success.

This March edition of the [EdGate Observer](#) speaks to the importance of content and how our judgment and expertise can help prepare students for a challenging future. We take a look at high school ten years from now ([Burning Question](#)) and explore Bloom's Taxonomy of Cognitive Development ([Hot Topic](#)). We then highlight the importance of well-qualified translators of content ([Client Solutions](#)) and conclude with the latest developments in the Common Core K-12 Draft Standards ([Standards Update](#)).

As always, feel free to send us your comments or suggestions.

Sandra Schugren, [EdGate](#) General Manager

[Burning Question](#)

What will High Schools look Like in 10 Years?

With all the talk of education reform, we asked ourselves--What will High School look like in 10 years? No one knows for sure, but we can see some definite ideas being kicked around and implemented across the country. Recent studies indicate that the current system may become an amalgamation of online education, charter schools, early graduation, and early admittance to college--and even to the state of Utah considering making 12th grade optional. Some changes are in reaction to new technologies and meeting the needs of students, while other changes are being driven by budget shortfalls.

What does this mean for publishers? They definitely have to be prepared to switch things up by gearing their content to a changing educational atmosphere. Although the fundamentals of what students learn will remain the same, it is how they learn that will turn the traditional learning experience on its ear.

Hot Topic

Using Bloom's and other Learning Taxonomies with Standards

EdGate is often asked if states follow Bloom's or any other taxonomy of learning as part of the standards. The effort to identify standards with a specific Bloom's cognitive or knowledge dimension is limited to a few states because it is such a difficult task! Many standards do not clearly identify steps of cognitive development and, in fact, mix and match Bloom's standards within a specific standard. Very few will actually identify the Bloom's level with the standard, even though Bloom's may have been referenced as part of the document construction.

Bloom's Taxonomy identifies six levels of cognitive development that relate a student's mastery of degrees of learning difficulty. Bloom and his team identified specific verbs (that have recently been revised and called the Revised Bloom's Taxonomy--RBT) that match each level. Standards that use these verbs can then be assessed and identified as supporting one of the levels: 1) Knowledge/Remembering; 2) Comprehension/Understanding; 3) Application/Applying; 4) Analysis/Analyzing; 5) Synthesis/Evaluating; 6) Evaluation/Creating. More information about Bloom's can be found at: <http://www.learnnc.org/lp/pages/4719>, or <http://www.odu.edu/educ/roverbau/Bloom/blooms>

North Carolina is one state that is emphasizing the use of the Revised Bloom Taxonomy. The New North Carolina Essential Standards are written using the RBT under the guidance of one of the revision's authors, Lorin Anderson. They have undertaken this effort in order to help move learning to the complex thinking expected from 21st century graduates. Other states that include Bloom's as part of the adopted standards are South Dakota, South Carolina, and the draft Arts standards for Washington State.

Florida, using the Depth of Knowledge system developed by Dr. Norman Webb from the University of Wisconsin, has identified three levels of cognitive difficulty--Low, Medium, and High Complexity for the current Math and Science standards. Here's an example of Grade 8 Math standards at different levels:

Low: MA.8.G.2.2. Classify and determine the measure of angles

Moderate: MA.8.G.2.3. Demonstrate that the sum of the angles in a triangle is 180 degrees

High: MA.8.G.2.1. Use similar triangles to solve problems that include height and distances

At EdGate, we have the tools available to analyze standards and use the data and knowledge of learning taxonomies to help evaluate standards and the alignment of their resulting correlations. Although the original construction and wording of the standards ultimately comes down to the individual state and how clearly it defines the learning levels in each standard, we can use our knowledge of learning taxonomies to understand the intent of a state.

Client Solutions



Spanish Standards

EdGate recently retained the services of a well-qualified translator, Ms. J. Duran, to translate Spanish standards for Puerto Rican and Mexican Ministries of Education. Ms. Duran is multilingual and qualified with the technical skills required to translate legal and state documents. Her background includes living, working, and studying law and international trade in Korea, The Dominican Republic, and the state of Massachusetts. Thanks to her hard work,

the [Edgate Standards Repository](#) now has Puerto Rico Language Arts and Mathematics standards available in both Spanish and English versions! She currently is in the process of translating Mexico standards.

If you think you would like to broaden your horizons to Puerto Rico or Mexico, just give us a call.

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Standards Update



Common Core K-12 Draft Standards Just Unveiled This Week!

The Common Core State Standards Initiative released another "draft" version of the K-12 Standards for English Language Arts and Mathematics. The standards are organized by strands/domains, categories/clusters, and the core standards themselves.

For ELA, each strand is followed by a set of College and Career Readiness Standards that are identical across all grades and content areas. These CCR standards provide a consistent point of reference for educators to help judge whether students are on course for being college and career ready. Here is a snapshot of the layout display in the EdGate Standards Repository:

Language Arts Grade K

Grade K - Adopted March 2010 (Draft)		
STRAND / DOMAIN	CC.1.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	1.1.	With prompting and support, ask and answer questions about details and events
	1.2.	Retell familiar stories.
	1.3.	Identify characters, settings, and key events in a story.
CATEGORY / CLUSTER		Craft and Structure
STANDARD	1.4.	Ask questions about unknown words in a text.
	1.5.	Recognize common types of texts (e.g., storybooks, poems).
	1.6.	Name the author and illustrator of a text and define the role of each.
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	1.7.	Relate pictures and illustrations to the overall story in which they appear.
	1.8.	(Not applicable to literature)
	1.9.	Compare and contrast the adventures of characters in familiar stories.
CATEGORY / CLUSTER		Range and Level of Text Complexity
STANDARD	1.10.	Read emergent-reader literature texts with purpose and understanding.

For Math, each domain is followed by a cluster (i.e. group) of related standards. The high school standards also include mathematics beyond the college and career readiness level that are necessary for science, technology, engineering and mathematics (STEM) careers.

The standards for these are preceded by the prefix (STEM) as shown below. Here is a snapshot of the layout display in the EdGate Standards Repository:

Mathematics Grade 9

CATEGORY / CLUSTER	N-CN.	The Complex Number System
STANDARD	N-CN.1.	Understand that the relation $i^2 = -1$ and the commutative, associative, and distributive properties of addition and multiplication hold in the complex number system.
	N-CN.2.	(STEM) Understand that polynomials can be factored over the complex numbers, e.g., $x^2 + 1 = (x + i)(x - i)$.
	N-CN.3.	(STEM) Understand that complex numbers can be visualized on the complex plane. The horizontal axis is the real axis and the vertical axis is the imaginary axis.
	N-CN.4.	(STEM) Understand that on the complex plane, arithmetic of complex numbers can be visualized as rotation and dilation about the origin. Complex conjugation is reflection across the real axis.
Grade 9 - Adopted March 2010 (Draft)		
STRAND / DOMAIN	CC.N.	High School - Number and Quantity
CATEGORY / CLUSTER	N-RN.	The Real Number System
STANDARD	N-RN.1.	Understand that the laws of exponents for positive integer exponents follow from the properties of integer exponents, and that these laws extend to rational exponents. For example, $5^{1/3} \cdot 5^2 = 5^{7/3}$.
	N-RN.2.	Understand that the definition of the meaning of zero, positive rational, and negative rational exponents. For example, since $(5^{1/3})^3 = 5^{(1/3) \cdot 3} = 5^1 = 5$, $5^{1/3}$ is the cube root of 5.
	N-RN.3.	Understand that sums and products of rational numbers are rational.
	N-RN.4.	Understand that the sum of a rational number and an irrational number is irrational.
	N-RN.5.	Rewrite expressions using the laws of exponents. For example, $(5^{1/2})^3 = 5^{3/2}$ and $5^3 = 5^{6/2} = (5^{1/2})^6$.
CATEGORY / CLUSTER	N-Q.	Quantities
STANDARD	N-Q.1.	Understand that the magnitude of a quantity is independent of the unit used to measure it. For example, a distance of 5 miles is 8 kilometers, regardless of the units used to measure the distance. The chosen unit "measures" the quantity by giving it a numerical value.
	N-Q.2.	Use units as a way to understand problems and to guide the solution of multi-step problems. For example, convert units when appropriate; label answers with units; use units as a check on the reasonableness of answers. For example, heating degree days, social science rates such as per-capita income, and rates in science.
	N-Q.3.	Define metrics for the purpose of descriptive modeling. For example, find a good metric for describing how fast a car is moving, or fatalities per vehicle-mile traveled.
	N-Q.4.	Add, subtract, multiply, and divide numbers expressed in scientific notation, including problems involving addition and subtraction of numbers expressed in scientific notation.

We are currently in the process of adding these to the EdGate Standards Repository and plan to have them available for clients within two weeks. Feel free to contact me if you have questions regarding these standards and I will be happy to assist you. You can always join us on Twitter to get the most up-to-date postings regarding state standards in the EdGate Standards Repository at <http://twitter.com/EdGate>

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EdGate Services

Bel you didn't know: A look into the EdGate Standards Repository

We can proudly boast that The EdGate Standards Repository™ is the most robust and up-to-date in the industry. Currently there are over 1.8 million of the most recently adopted standards from the United States, Canada, Australia, United Kingdom, Bermuda, Brazil, Mexico, New Zealand, Puerto Rico, and the U.S. Virgin Islands. The number of standards we add increases every year! Besides the commonly thought of subjects, i.e., Language Arts, Math, Science, and Social Studies, we also have Health and PE, World Languages, English as a Second Language, Early Childhood Education, Career Technical, Library Media, Technology, and Professional Development.

In addition, there are many supplemental standards groups that can be added to enhance your correlations. At the request of our clients, we have added U.S. State Assessment standards, International Baccalaureate Organization, Common European Frameworks, Advance Placement, Department of Defense, GED 2012 Content Standards, American School Counselors Association, ACTFL, 21st Century Skills Framework, Head Start, ISTE NETS, and the Common Core K-12 draft standards recently added.

Educational standards are constantly changing. At EdGate, we diligently track these changes by monitoring state agency websites as well as keeping in contact with the appropriate people within each department of education. All this effort by Kristie McCarley and the Project Managers should give you peace of mind knowing that the correlations you provide are the most up-to-date available.

Want to add an organization from this list to your correlations? Need something we don't have? Contact Leslie Kolber lkolber@edgate.com or Bill Walsh bwalsh@edgate.com for a quote.

About Us

Founded in 1997, [EdGate Correlation Services](#) (EdGate) is a leader in the field of aligning educational content to U.S. states, Canadian, and international standards.

Through the power of our technology and the professional experience of our subject-area specialists, [EdGate](#) provides more than 125 educational publishing clients with **accurate and continually updated correlations, on-demand correlation reporting capabilities, and effective website integration options.**

[EdGate](#) can also provide standards licensing, customized taxonomy solutions, correlation to assessment standards, and more.
