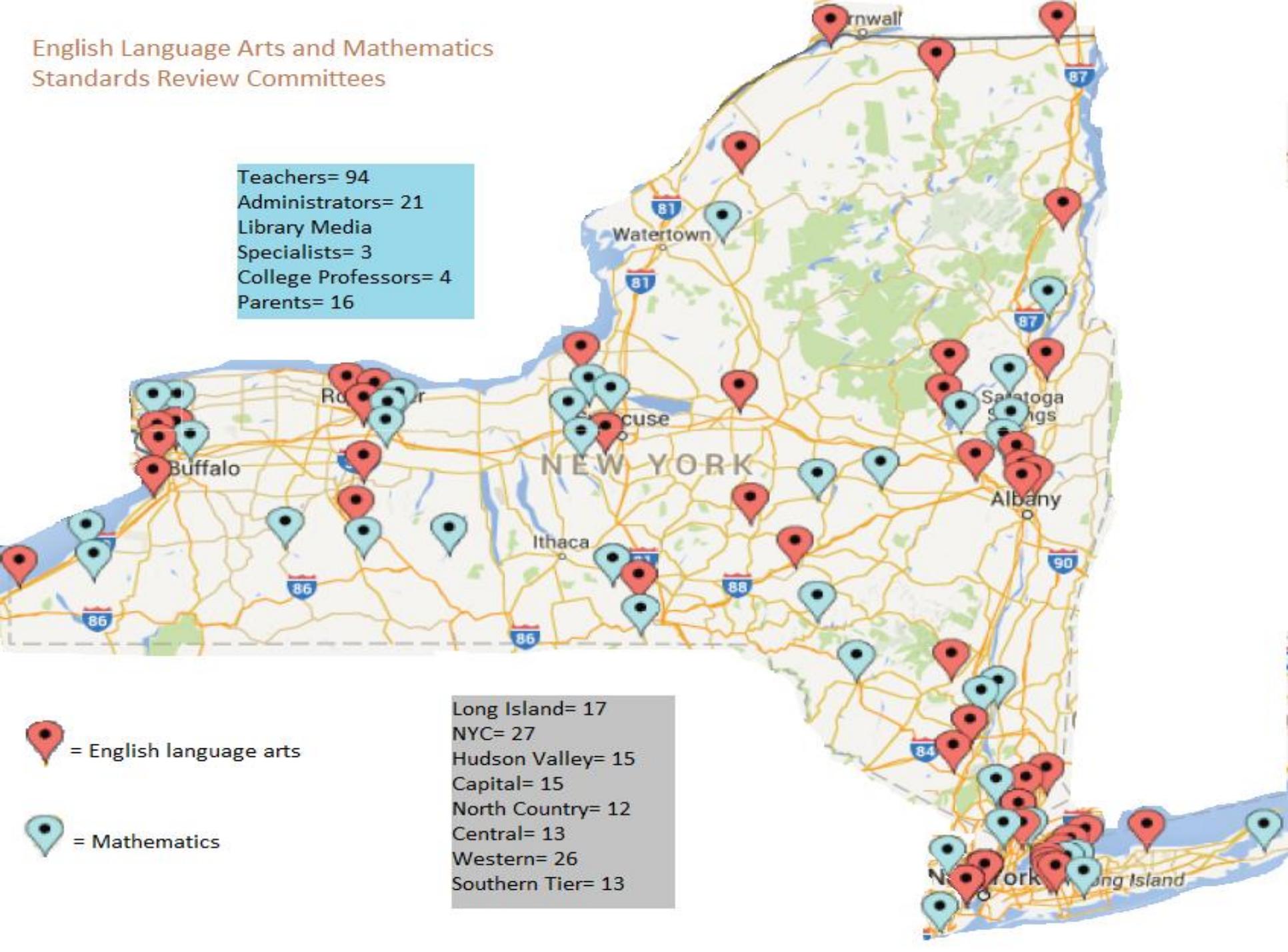

ELA and Mathematics Standards Review Update

Board of Regents
December 12, 2016

English Language Arts and Mathematics Standards Review Committees

Teachers= 94
Administrators= 21
Library Media
Specialists= 3
College Professors= 4
Parents= 16



 = English language arts

 = Mathematics

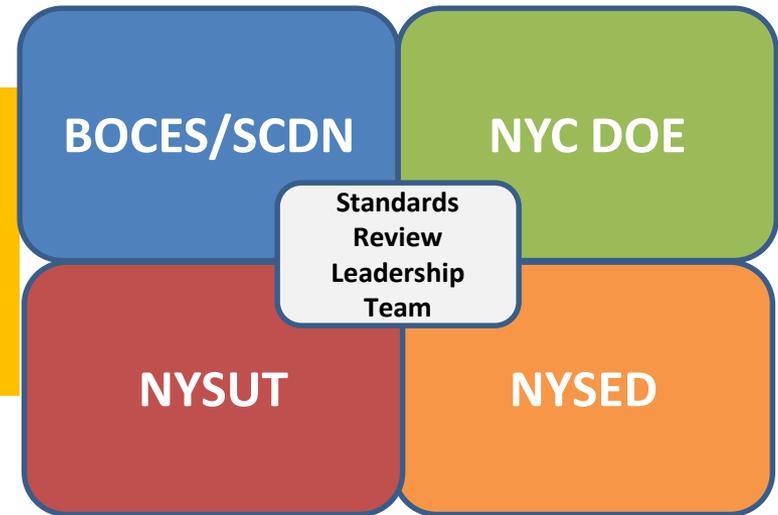
Long Island= 17
NYC= 27
Hudson Valley= 15
Capital= 15
North Country= 12
Central= 13
Western= 26
Southern Tier= 13

Revision and Implementation Timeline

Timeframe	Task
Winter 2015-2016	Department and educator workgroups analyze AimHighNY results.
Spring and Summer 2016	Phase 1: Standards Review Committees
Fall 2016	Phase 2: Public Comment
Winter 2016 – Spring 2017	Phase 3: Final Standards Revisions Early Learning Standards Task Force
Spring 2017	Phase 4: Consideration by the Board
Beginning Spring 2017	Phase 5: Curriculum Revisions Occur Throughout the State
School Years 2017-2018 and 2018-2019	Phase 6: Professional Development and Initial Implementation of New Standards
School Year 2018-2019	Phase 7: First Year of Revised Grade 3-8 ELA and Mathematics Assessments

* Proposed timeline, subject to change as there may be a second review period.

The Math and ELA Leadership Teams plan the logistics for the standards review process including developing materials and providing guidance for the Standards Review Committees.



Both Math and ELA Committees are split into grade band subcommittees; and into course subcommittees for high school math.

Each Grade Band Committees include:

Facilitator Content Advisory Member

Teachers P-12; ENL; Special Education; Library Media Specialists; Reading

Administrators Instructional Coaches, Building Level, District Level

College Professors SUNY; CUNY; Community College

Parents Urban; Suburban; Rural; ENL; SWD

The Power of Collaboration

- The Mathematics and English Language Arts Leadership teams include members of S/CDN, BOCES, NYSUT, and the NYCDOE.
- The PTA worked closely with the NYSED teams to select the parent representatives.
- The work of the standards review continues to be a collaborative effort.

[Standards Review Video with Commissioner Elia and Committee Members.](#)

Mathematics Committee Highlights

- Edits, revisions, and additional clarifications were proposed. Clarifications were made to assist teacher instruction and student learning.
- Work was done on the progression of skills.
- Clarification of the Algebra II standards from the domain IC (Making Inferences and Justifying Conclusions) helped define Algebra II content in comparison to content taught in AP statistics.
- Modifications were made to the Algebra I and Algebra II shared standards to help bridge the gap between those two courses.

Mathematics Committee Highlights (cont'd)

- Key vocabulary was identified and recommended to be defined in a glossary of verbs associated with the mathematics standards. This glossary contains a list of verbs that appear throughout the Revised Standards Recommendations. Terms such as justify, fluent, understand, determine, and explore are explained in the context in which they appear in the Revised Standards Recommendations.
- Minimal movement of standards between grade levels/courses was recommended.
- Considerations for special populations, including Students with Disabilities and English Language Learners, were part of the deliberations of the review process.

ELA Committee Highlights

- Across all of the grades, edits, revisions, and clarifications were made to grade-level standards to ensure the standards are clear and easily accessible to educators and parents. Some of the previous standards were kept, while others were either revised or moved.
- The P-12 Reading for Information and Reading for Literature Standards were combined for ease of use and classroom and curriculum guidance. The committee still supports a healthy balance of reading both literary and informational texts across the grades.

ELA Committee Highlights (cont'd)

- The Writing Standards were re-organized and revised across the grades for clarity. The previous P-12 Writing Standards are now re-organized under the following strands: Production, Range, and Distribution of Writing; Research to Build and Present Knowledge; and Text Types.
- The ELA Committee recommends moving Reading Standard 10 (Range of Reading and Level of Text Complexity) out of the standards as the committee believes that text complexity should be instructional guidance and not a student achievement expectation.

ELA Committee Highlights (cont'd)

- The P-2 grade-band committee discussed the need to focus on the developmental needs of young students, with an added emphasis on the importance of play and curiosity in the early grades.
- The ELA committee recommends the development of a New York State-specific introduction and glossary of key terms to clarify what standards are, how they can be used in the classroom, and how they can inform local curriculum development and assessments.
- Additionally, the ELA committee discussed developing specific resources for parents.

NYSED Survey for Public Feedback

- Was available on AimHighNY (www.nysed.gov/aimhighny) from September 21st to November 14th, 2016
- We received over 4,100 responses
- Feedback from the survey will be reviewed beginning in December

Next Steps

- Convene a P-2 Task Force
- Conduct Standards Revision and Review with internal and external stakeholders
- Support resources for teacher guidance. For example, a glossary of terms, clarification of the standards, a New York specific introduction, and other examples
- Develop guidance for students with disabilities and English language learners
- Develop resources, training, and professional development
- Continue discussions with S/CDN, Big 5, and ELA and Mathematics Professional Development groups

Thank You