

Suggested Guidelines
for Conducting and
Submitting a Group
Response
to the New York State
Revised ELA/Math
Standards
Recommendations

The Group's Charge

To examine the current NYS P-12 Learning Standards (Mathematics and/or ELA) and the recommended standards revisions , consider relevant resources, and then propose additional thoughts or modifications that might be needed to improve their clarity, specificity, functionality and grade appropriateness.

The Group's Charge (cont'd)

The **standards** are to be challenging and must represent a significant level of achievement that will enable students to successfully transition to post-secondary education and the workforce.

The **standards** will consist of a clear, well defined set of skills, the mastery which is demonstrable.

The following guidelines will hopefully ensure a smooth and efficient review process and help you lead your group towards success with this charge.

Size of Group

- Keep the group(s) size small, six to ten people led through an open discussion by a skilled facilitator.
- Groups can represent a specific grade level (e.g. grade 2), a grade level band (e.g., Grades 3-5), a specific high school course (e.g., Algebra I) or a combination of grade level/courses (e.g., Algebra I and Algebra II).

Pre-Planning / Resources Needed

Each group member should **download** and **review** the required documents pertinent to the targeted group review prior to the group meeting.

ELA: Download the draft standards for the group's grade level or course , located at <http://www.nysed.gov/aimhighny>

Math: Download the Mathematics Standards Glossary and the draft standards document for the group's grade level or course, located at <http://www.nysed.gov/aimhighny>

Pre-Planning / Resources Needed (cont'd)

The following list of additional resources will aid group members in their review and discussion of the standards, as well as support any decisions or additional recommendations.

Helpful Resources to Guide the Work of the Mathematics Groups

The Progression Documents <http://math.arizona.edu/~ime/progressions/>

A Framework for Considering the Validity of Learning Standards (Kyle Snow, PhD)

http://www.naeyc.org/files/naeyc/Common_Core_Brief_2015_content.pdf

Illustrative Mathematics (Sample Tasks tagged to the Standards) <https://www.illustrativemathematics.org/>

PARCC Model Content Frameworks <http://www.parcconline.org/resources/educator-resources/model-content-frameworks>

Content Emphases as seen in the PARCC Model Content Frameworks above

Fluencies <https://www.engageny.org/sites/default/files/resource/attachments/ccssfluencies.pdf>

Publisher's Criteria http://www.corestandards.org/assets/Math_Publishers_Criteria_K-8_Spring%202013_FINAL.pdf

Engage Curriculum Modules <https://www.engageny.org/common-core-curriculum>

3-8 Released Test Items <https://www.engageny.org/3-8>

Front Matter for Progressions for the Common Core State Standards in Mathematics July 2013

http://commoncoretools.me/wp-content/uploads/2013/07/ccss_progression_frontmatter_2013_07_30.pdf

Coherence Map <http://achievethecore.org/coherence-map/>

Additional High School Resources

Curriculum Overviews <https://www.engageny.org/resource/grades-9-12-mathematics-curriculum-map-and-course-overviews>

Clarifications <https://www.engageny.org/resource/regents-exams-mathematics>

Assessment Sample Items <https://www.engageny.org/resource/regents-exams-mathematics>

18 Shared Standards for AI and AII (PARCC Pathway Summary Table pg. 54 from PARCC Model Content Frameworks)

GAISE Report <http://www.amstat.org/education/gaise/>

Helpful Resources to Guide the Work of the ELA Groups

Review the summary of recommended changes to English Language Arts, which are found on AimHighNY

<http://www.nysed.gov/aimhighny>

To access the P-12 Common Core Learning Standards, as well as the appendices to the standards, please visit EngageNY at

<https://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-english-language-arts-and-literacy>

Take the Survey

Decide which grade/band/course you will review. Links to grade-level surveys and courses are located on AimHighNY, <http://www.nysed.gov/aimhighny>.

Decide on a recorder. The recorder and facilitator must work together to generate a response for each question of the survey that reflects the shared and/or different ideas and opinions of the group members.

When commenting on a specific domain/standard, it is important to reference the standard using the standard's full notation (e.g., 2.OA.A.1)

Guiding Discussion Questions for Math

Please note that these questions are meant to guide discussion around the draft standards and are not the same as the survey questions.

- To what extent do the recommended revised standards provide depth and breadth of content while being focused on important areas of mathematics, ensuring that our students reach deep levels of understanding ?
- To what extent do the recommended revised standards from the domains/clusters for this grade level/course appropriately support the cohesive connections and solid progressions of essential and supporting mathematical concepts ?
- To what extent are the recommended revised standards clear and sufficiently detailed for teachers, students and parents?

Guiding Discussion Questions for Math (cont'd)

- To what extent do the recommended revised standards for the grade level/course give to developing procedural skill and fluency?
- To what extent do the recommended revised standards provide opportunities for students to engage in the Eight Standards of Mathematical Practice?
- To what extent do the recommended revised standards provide the information districts need to develop strong curricular choices for their learners?

Guiding Discussion Questions for English Language Arts

Please note that these questions are meant to guide discussion around the draft standards and are not the same as the survey questions

- To what extent are the recommended revised ELA standards clear and understandable?
- To what extent do the recommended revised ELA standards include what a student should know and be able to do in English Language Arts?
- To what extent are the recommended standards appropriate for all learners, including students with special needs and English Language Learners?

Guiding Discussion Questions for English Language Arts (con't)

- To what extent do the recommended revised standards provide the information districts need to develop strong curricular choices for their learners?