



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

TO: P-12 Education Committee

FROM: Angélica Infante-Green *A. Infante - Green*

SUBJECT: Revision of the English Language Arts and Mathematics Standards

DATE: May 1, 2017

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SUMMARY

Issue for Discussion

Will the Board of Regents support the recommendation from the Department for the adoption of the revised standards in English Language Arts and Mathematics?

Reason(s) for Consideration

Recognizing the need to continually improve the learning standards that guide education in New York State, the Department is conducting a revision process of the State's ELA and mathematics standards. Additionally, to ensure a successful implementation of the new standards, the rollout strategy will allow for professional development and curriculum development prior to when students take new assessments that measure the standards.

Proposed Handling

This issue will be before the Board of Regents for action at the June 2017 meeting.

Background Information

The New York State Education Department (NYSED) adopted the P-12 Common Core Learning Standards in January 2011. As with any set of standards, it is necessary for the Department to conduct a standards review periodically to ensure the learning standards are rigorous, appropriate, and represent what a student should know and be able to do in a specific subject area. Additionally, Section 305 of Education Law, subdivisions 53 and 54, authorize and direct the Commissioner of Education to complete a comprehensive review of the education standards administered by the Education

Department and seek input from education stakeholders. By statute, the review of standards must begin in the 2015-16 school year.

The Commissioner participated in the Governor's Task Force to review the State's learning standards, which made a series of 21 recommendations in December 2015. The following recommendations have been addressed through this revision process by the Department:

Establish New High Quality New York Standards

- Recommendation 1: Adopt high quality New York education standards with input from local districts, educators, and parents through an open and transparent process.
- Recommendation 2: Modify early grade standards so they are age-appropriate.
- Recommendation 3: Ensure that standards accommodate flexibility that allows educators to meet the needs of unique student populations, including Students with Disabilities and English Language Learners.
- Recommendation 4: Ensure standards do not lead to the narrowing of curriculum or diminish the love of reading and joy of learning.
- Recommendation 5: Establish a transparent and open process by which New York standards are periodically reviewed by educators and content area experts.

The Department has engaged a wide variety of stakeholders, which includes educators, parents, and the community at large, through a survey (AIMHighNY) that allowed users to give feedback on each of the standards. The survey, which was available from mid-October until November 30, 2015, allowed all New Yorkers to provide feedback on both the ELA and mathematics standards. The Commissioner and NYSED staff have also been seeking out and listening to many stakeholders regarding State standards. New York State's AIMHighNY survey had thousands of comments and recommendations, with the largest percentage of the feedback coming from classroom teachers. More than 10,500 respondents provided feedback on one or more of the State's current learning standards. In total, survey participants submitted 246,771 pieces of feedback. More than 70 percent of the feedback was supportive of the standards; approximately 29 percent was in disagreement. The thousands of points of feedback included recommendations and comments about the standards, including specific changes to the wording and suggestions to move standards across grade levels.

Additionally, the New York State English Language Arts and Mathematics Content Advisory Panels (CAPs) reviewed the survey data and made initial recommendations for possible revisions and guidance. The CAPs, which have been meeting since 2011, include classroom teachers, school administrators, curriculum specialists, and members of institutions of higher education. The membership of the panels includes representatives from the Association of Mathematics Teachers of New York State (AMTNYS), New York State Association of Mathematics Supervisors (NYSAMS), New York State English Council (NYSEC), New York State Reading Association (NYSRA), and New York State United Teachers (NYSUT).

Standards Review Committees

The Department created two committees of New York State stakeholders, one for English language arts and one for mathematics. Recruitment for the committees was done through a statewide selection process hosted on the AIMHighNY website in March 2016. The Standards Review Committees represented various parts of the State with a wide range of expertise including classroom teachers, elementary specialists/coaches, English language learner/bilingual teachers, special education teachers, building-level leaders, district-level leaders, parents, students, higher education faculty, and business and community members. Importantly, the Standards Review Committees will collaborate with individuals with child developmental expertise to ensure the new standards are appropriate at all levels.

The Standards Review Committees met virtually in spring of 2016 and in person in summer of 2016 to develop guidance and provided recommended revisions to the English language arts and mathematics standards based on the AIMHighNY survey results, recommendations from the Content Advisory Panels, and guidance from other stakeholder groups.

Public Comment

The Standards Review Committees created a draft set of standards in English language arts and mathematics for all grade levels that was posted on AIMHighNY for public comment from September through November 2016. Importantly, the new standards documents highlighted specific areas of revision and incorporated rationales for each revision. Through AIMHighNY, the Department will provide materials to BOCES, Teacher Centers, and regional leaders to help facilitate local dialogue and gather additional feedback around the draft standards.

The Department has sought out input from several researchers to provide additional guidance in the revision of the standards.

Final Standards Revisions

The Standards Review Leadership Committees and Content Advisory Panels met to review survey data and additional stakeholder and researcher feedback from and made necessary revisions to the draft standards. Final draft standards were shared with the English Language Arts and Mathematics Content Advisory Panels before going to the Board of Regents.

Highlights of the Revisions of the Mathematics Standards

Type of Revision to the Math Standards	Rationale/Example
Clarification of existing standards included changing or adding language, adding notes to more clearly identify	Survey/review committee input reflected a need for clarifications to be made to help improve the focus of instruction; allowing teachers and students time to develop conceptual understanding, while maintaining grade level appropriateness.

<p>grade-level expectations, adding diagrams, and modifying prior examples.</p>	<p>Example: Standard 8. EE.C.8b that deals with solving systems of two linear equations in two variables now contains language that states that the <i>linear equations</i> in two variables will have <i>integer coefficients</i>. The added note further sets the grade level expectation that there will be <i>at least one equation containing at least one variable whose coefficient is 1</i>.</p> <p>The review committees felt that this clarification will improve the focus of the introduction to the solving of systems in grade 8, allowing for the elimination and substitution solution methods to be more grade level appropriate, while providing the foundational skills needed for upcoming work with systems in Algebra I.</p>
<p>New standards were added to improve coherence within and amongst grade levels.</p>	<p>Examples: Standard 6.G.A.5 <i>Using area and volume models to explain perfect squares and perfect cubes</i> was added by the review committees to help connect work with other grade-level standards that deal with exponents, as well as strengthen the progression of skills with exponents, irrational numbers, radicals and Algebra I work with completing the square.</p> <p>Standard 2.G.A.1 <i>Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Sizes are compared directly or visually, not compared by measuring.)</i>, was replaced with <i>Classify two-dimensional figures as polygons or non-polygons</i>. Angles and angle measurement are introduced in Grade 4. The committee’s recommendation to add this standard at Grade 2 now allows for an introductory focus to be on the first way to sub-classify 2-D shapes – polygons or non-polygons, building a more solid continuum of classifying shapes in Grades 3 (sides and vertices) and 4 (angles, parallel and perpendicular lines).</p>
<p>Standards were moved to different grade levels to improve focus, coherence and grade-level appropriateness.</p>	<p>Example: Based on survey input and review committee recommendation, Algebra I standard S.ID.B.6b was moved to a (+) standard, no longer being an expectation for Algebra I. As a (+) standard, the study of residuals is open to district’s discretion and can be placed where appropriate to support a district’s mathematical program.</p> <p>In Algebra II, additional Trigonometry standards were added that were originally from Geometry (F-TF.A.1b) and the plus standards (F-TF.A.4) to improve the trigonometry focus of the course. Since radian measure was removed from Geometry, finding either the central angle, arc length radius or area of a sector of a circle given two others was now determined to be a better fit for Algebra II since radian measure is being introduced at this level. The focus of the trigonometry studied in Algebra II pertains to defining trigonometric functions by way of the unit circle, so the plus standard that deals with using the unit circle to explain the symmetry and periodicity of trigonometric functions was added for better coherence. Based on</p>

	students past work with transformations, knowledge and understanding of phase shift was also added (F-TF.B.5). The focus of trigonometry in Geometry, is now solely the trigonometry of the right triangle.
Multiple standards were consolidated into one standard to improve focus and alleviate redundancy. Some standards were removed as well to alleviate redundancy issues.	Example: Algebra II standards S-CP.A.2, 3, 5 and 6 have been incorporated into standard S-CP.A.4 for clarity purposes and to improve the focus of determining independence and conditional probabilities using two-way frequency tables.
Added the language “explore” to some standards to alleviate grade-level appropriateness concerns.	Certain standards have been re-written and now use the word “ <i>explore</i> ”. Based on the recommendation coming from the educator committees, explore requires the student to learn the concept in the standard through a variety of instructional activities. <i>Repeated experiences</i> with this concept, with the immersion in the concrete are vital. Explore indicates that the topic is an important concept that builds the foundation for progression toward master in later grades. However, <i>mastery at the current level is not expected</i> . Example: Kindergarten Standard K.MD.B.4 <i>Explore coins (pennies, nickels, dimes, and quarters) and begin identifying pennies and dimes</i> , provides a foundation and progression for work with coins and place value in later grades. The Algebra II Standard F-BF.B.7 now states <i>Explore the derivation of the formulas for finite arithmetic and finite geometric series. Use the formulas to solve problems</i> . Students were originally expected to derive the formula for the sum of a geometric series. Now instructionally, students should still be exposed to the derivation and its connection to other mathematical concepts studied, but the focus is on the application.

Highlights of the Revisions of the English Language Arts Standards

Revisions to the ELA Standards	Rationale/Example
Revised the English Language Arts standards across all of the grades to reduce repetition of standards and ensure clarity, appropriateness, and vertical alignment.	The educator committees made changes to the language of the standards and examples, and in some cases merged, omitted, or wrote a new grade-level standard. Example: Reading Anchor Standard 9 combines elements of previous Anchor Standard 11 and 9 for a new combined standard: “Standard 9: Analyze and evaluate texts

	<p>using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.”</p>
<p>Added <i>Lifelong Practices of Readers and Writers</i> to ensure that students become lifelong learners who can communicate effectively</p>	<p>The BOCES Staff and Curriculum Development Network created a draft of <i>Lifelong Practices of Readers in Writers</i> to add to the ELA Standards. The reason to add these practices is to parallel other standard areas that have practices (Social Studies, Science, and Mathematics) and to exemplify reading and writing practices/habits that should begin in the early years and be fostered throughout life.</p> <p>Example:</p> <p>One example of a Reading Practice: “Read for multiple purposes, including for learning and for pleasure.”</p> <p>Another example from the Writing Practices: “Enrich personal language, background knowledge, and vocabulary through writing and communicating with others.”</p>
<p>Merged the Reading for Information and Reading for Literature Standards to reduce repetition and assist with classroom curriculum and instruction</p>	<p>The 2016 educator committee recommended merging the grade-level Reading for Information and Reading for Literature Standards to reduce repetitive standards and make it easier for classroom instruction and curriculum development. There is still the expectation that students read a balance of informational and literary texts across all of the grades.</p> <p>Example:</p> <p>The new 2nd grade Reading Standard 6 has been created by merging two separate reading standards: “Identify examples of how illustrations and details support the point of view or purpose of the text. (RI&RL)”</p> <p>Previous standards:</p> <p>2011 Grade 2 Reading Standard 6 (Literature): “Acknowledge differences in the points of view of characters, including by speaking in a difference voice for each character when reading dialogue aloud.”</p>

	<p>2011 Grade 2 Reading Standard 6 (Informational): “Identify the main purpose of a text, including what the author wants to answer, explain, or describe.”</p>
<p>Reduced the overall number of Anchor Standards to respond to educator concern that there are too many standards and that some previous standards are repetitive.</p> <p>Anchor Standards definition: Anchor Standards represent broad statements about the expectations for students as they prepare for high school graduation, positioning them for potential success in either college or careers, or both.</p>	<p>The previous set of ELA Standards (2011) had 34 Anchor Standards; the 2017 revised version has 28 Anchor Standards.</p> <p>Example:</p> <p>Six Anchor Standards in Reading and Writing were omitted, moved to the Lifelong Practices, or merged with other standards.</p>
<p>Revised the grade level text-complexity reading expectations to ensure clarity for educators and families.</p>	<p>Grade-level text complexity expectations remain in the 2017 set of standards; however, the expectations have been relocated to a “Range, Quality, and Complexity of Student Reading” section for each grade level. This will help to clarify text complexity and reading expectations at each grade level.</p> <p>The text complexity language has been revised to ensure that the reading expectations are grade-level and clear for educators.</p> <p>Example:</p> <p>The previous 3rd grade Range of Reading and Level of Text Complexity Standard 10 read: “By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.”</p> <p>The new 3rd grade Text Complexity expectation: “By the end of the school year, read and comprehend literary and informational texts that are appropriately complex at or above grade level.”</p>
<p>Created a New York State-specific introduction to provide specific guidance and background on how to use the standards and how to inform local curriculum and instruction decisions.</p>	<p>New York State has a long history of educational expectations and guidance, going back to the 1800s. This new set of <i>English Language Arts Learning Standards</i> has a New York State introduction that includes key information necessary for educators and parents to understand about the new revised standards.</p>

	<p>Examples:</p> <ul style="list-style-type: none"> • How to use the new <i>Lifelong Practices for Readers and Writers</i>. • How the standards are organized and how to use them in the classroom. • How the standards apply to students with disabilities and English Language Learners. • How to use the standards to inform local school district curriculum and instruction decisions.
<p>Created a separate <i>Grades 6-12 Literacy in Social Studies, Science, and Technical Subjects Standards</i> document that connects with the other content areas.</p>	<p>The educator committee recommended separating the <i>Grades 6-12 Literacy in Social Studies, Science, and Technical Subjects Standards</i> document from the English Language Arts Standards to ensure educators will see how those standards connect directly with the applicable standard areas.</p> <p>This document will have its own introduction and link to the related learning standards (for example, Social Studies and Science).</p>

The proposed New York State English Language Arts Learning Standards and Mathematics can be found on the AIMHighNY webpage at <http://www.nysed.gov/aimhighny>

Related Regent’s Items

- <http://www.regents.nysed.gov/common/regents/files/216p12d4.pdf>
- <http://www.regents.nysed.gov/common/regents/files/1216p12d1.pdf>

Timetable for Implementation

Once the Board approves the standards, the State Education Department will work with district superintendents, Staff and Curriculum Development Network, Teacher Centers and superintendents through the summer to develop and provide guidance on professional development for teachers to implement the new standards. Part of this effort will include developing clear communications for parents about the standards, with an explanation about the connections between standards, curriculum, and assessments.

Appendix A

2016-2017 Mathematics Standards Review Committees

Thank you to all the individuals involved in the review and revision of the New York State Mathematics Learning Standards. Additional thanks to all the individuals who provided feedback through NYSED's Mathematics Standards surveys (2015 and 2016).

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2016-17 English Language Arts Standards Review Committees

Thank you to all the individuals involved in the review and revision of the New York State *English Language Arts Learning Standards*. Additional thanks to all the individuals who provided feedback through NYSED's English Language Arts Standards survey (2015 and 2016).

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