

Colorado Academic Standards

Revisions Adopted
December 2009

Colorado Department of Education
January 2010

Colorado Academic Standards

- Comprehensive Health and Physical Education*
- Dance
- Drama and Theatre Arts*
- English Language Development
- Expanded Evidence Outcomes*
- Mathematics
- Music
- Reading, Writing and Communicating*
- Science
- Social Studies*
- Visual Art
- World Languages*

**Denotes a change in standard name*

Background

November 2007 Colorado State Board of Education calls for a Comprehensive Review of State Standards

May 2008, passage of Senate Bill 212 requires:

- ❖ alignment of ECE, K-12, and Higher Education standards,
- ❖ moving Colorado's education system into the 21st century,
- ❖ adoption of definitions for school readiness, postsecondary readiness, workforce readiness, and 21st century skills, and
- ❖ assuring that more students are ready for postsecondary options.

Spring 2008 Stakeholder group assembled to develop recommendations regarding the update of the Colorado State Standards. The group represents a diverse and inclusive set of k-12 educators, higher education experts, early childhood experts, business leaders, and public policy leaders.

Fall 2008 Stakeholders selected 254 Coloradans to serve on subcommittees for each of the 16 content areas; Subcommittees were comprised of professionals from all levels of education including postsecondary institutions and business and military professionals

January – October 2009 Content area subcommittees met to make revisions

Review Process

1. National and international review (WestEd)
2. Stakeholders help frame the design features
3. Content subcommittee worked on revisions
4. National experts in each content area review subcommittee recommendations
5. Drafts shared with public for feedback
6. CRESST - National Center for Research on Evaluation, Standards, and Student Testing give alignment advice
7. Subcommittees process public feedback and expert review
8. Subcommittee finalize and submitted to State Board of Education

19 CDE Staff Members

186,258+ miles traveled by subcommittee members

220 working meetings by reviewers, subcommittee members, policy leaders
Half of these meetings were more than 8 hours long each....

CEA, CASB, CASE, C-DHE
Updates and Feedback

23 Stakeholders

15 National Content and Alignment Reviewers

8000 Log in edits or tour comments for all three phases

Collaboration with ECE and Higher Education

Public feedback tour in 20+ cities

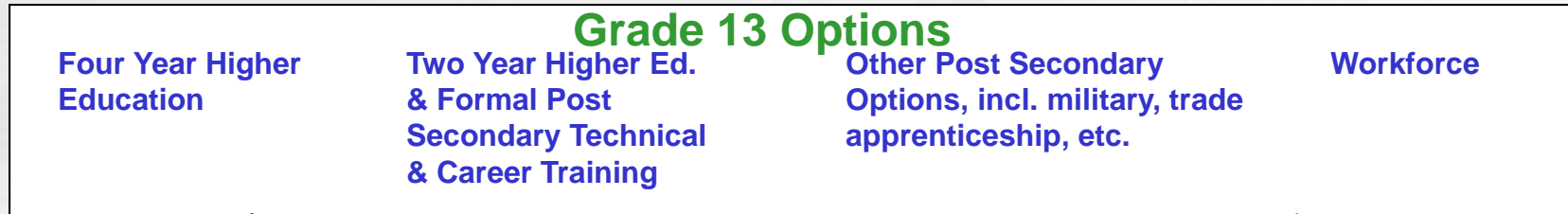
254 Coloradans served on subcommittees

8 District Advisory members

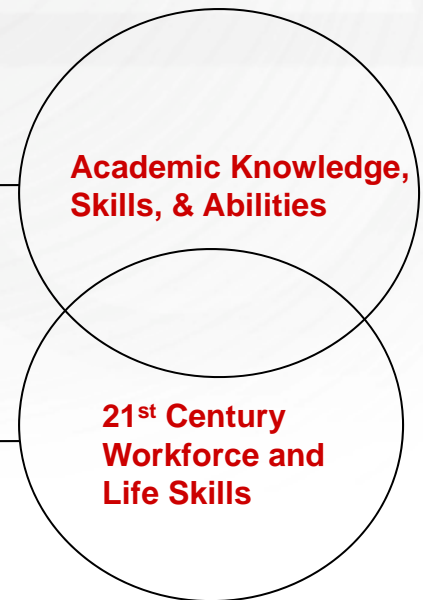
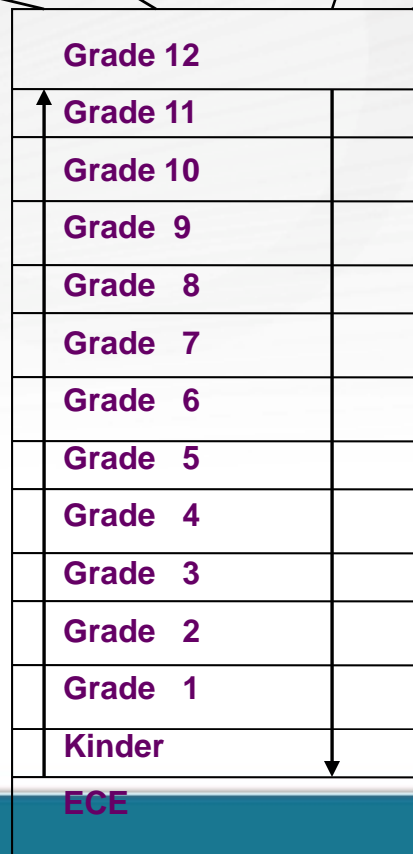
National and International Referents

- Massachusetts
- California
- North Carolina
- New Jersey
- Singapore
- Finland
- New South Wales
- Scotland
- World-Class Instructional Design and Assessment (WIDA)
- Building Blocks (Early Childhood)
- Current CO Standards and National Standards in content area(s)

The End In Mind



An End In Mind Framework for Defining Grade 13 to Inform An Update of the Colorado State Content Standards



What Is Fewer, Clearer, Higher?

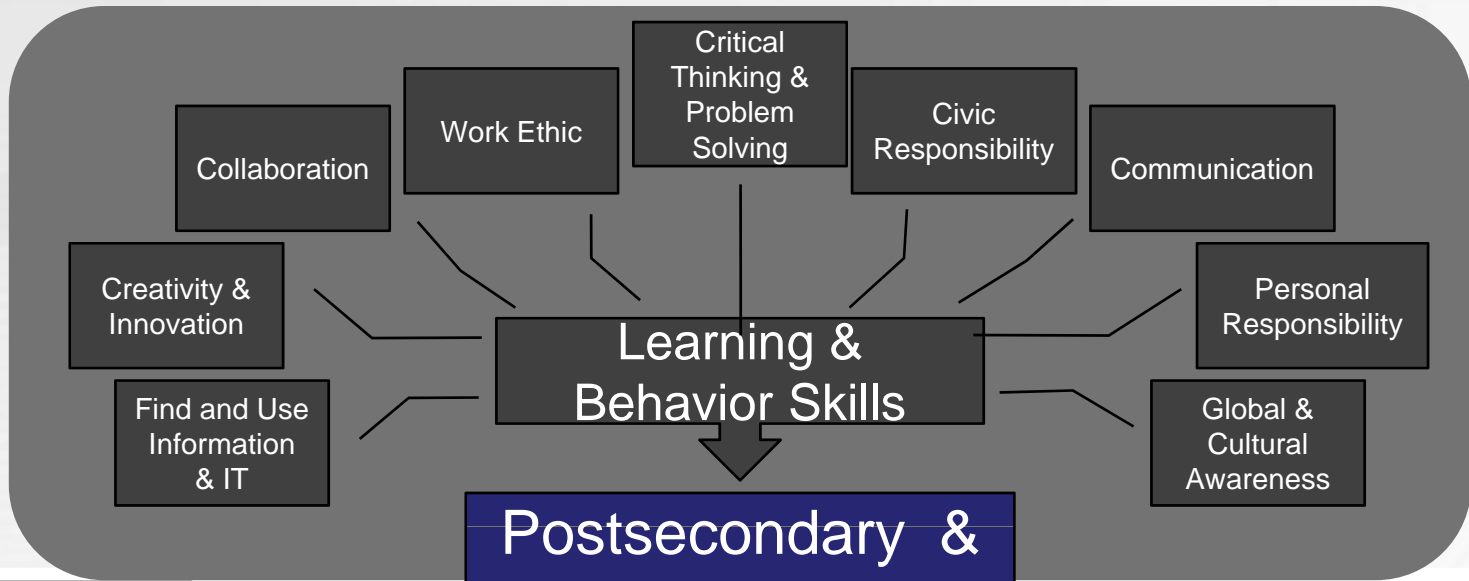
Fewer: Essential Concepts & Skills
vs. Excessive Content

Clearer: Coherent Focus on the
Student Outcomes

Higher: Greater Depth of Knowledge
and Skills

21st Century Skills

- **Critical Thinking and Reasoning**
(cause and effect, analysis, logic)
- **Information Literacy**
(knowledge acquisition, source discernment, system management)
- **Collaboration**
(synergy, team resourcing, leadership for new knowledge)
- **Self-direction**
(persistence, adaptability, work ethic, initiative)
- **Invention**
(creativity, innovation)



Social Studies & Social Sciences

- Social, cultural, historical concepts
- Interpret sources, evaluate evidence, build conceptual frameworks
- Civic responsibility & political process
- Interpret from a global perspective

Arts & Humanities

- Shaping of culture
- Instruments of social & political thought
- Awareness of innovators

Mathematical Sciences

- Be quantitatively literate
- Algebraic & geometric principles
- Problem solving
- Data & statistics

Science

- Scientific method
- Draw conclusions
- Core concepts of disciplines
- Scientific concepts can be challenged

Literacy

- Read with understanding & write coherently
- Employ English properly & fluently
- Use logic & rhetoric
- Access primary & secondary sources

Content Knowledge

Old Versus New

	<u>Old</u>	<u>New</u>
1.	Many Standards	Fewer
2.	List of content	Concepts and Skills
3.	Broad/Vague	Specific
4.	Grade Spans	Grade Level P-8, High School
5.	Wish List Heavy	Essentials
6.		21 st century and PWR
7.		Early Childhood

Old Versus New

	<u>Old</u>	<u>New</u>
1.	Student as a passive recipient	Student as active producer of learning
2.	Teacher as worker	Teacher as facilitator, advisor
3.	Student as surprised follower	Student as client of 2-6 big ideas per year, active acquisition worker
4.	Teacher as agenda maker	Teacher as relevancy maker, broker
5.	School is time served	School is one place to learn the 2-6 big ideas for client
6.	Parent is the person at home	Parent is the advocate of their young active producer
7.	Business is the client	Business is the provider of opportunities for client
8.	Community as the financial support of school	Community as the conscience of the emerging clients

Nomenclature

Prepared Graduate Competency

Prepared Graduate Competencies are the P-12 concepts and skills that all students leaving the Colorado education system must master to ensure success in a postsecondary and workforce setting.

Standards

Standards are the topical organization of an academic content area.

P-8

High School

Grade Level Expectations

Expectations articulate, at each grade level, the knowledge and skills of a standard that indicates a student is making progress toward high school.
What do students need to know?

High School Expectations

Expectations articulate the knowledge and skills of a standard that indicates a student is making progress toward being a prepared graduate.
What do students need to know?

Evidence Outcomes

Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.

How do we know that a student can do it?

21st Century and PWR Skills Inquiry Questions:

Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

Relevance and Application:

Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.

Nature of the Discipline:

The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

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Content Area: NAME OF CONTENT AREA

Standard: The topical organization of an academic content area.

Prepared Graduates:

- The P-12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting

High School and Grade Level Expectations

Concepts and skills students master:

High Schools: The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate.

Grade Level Expectations: The articulation, at each grade level, the concepts and skills of a standard that indicates a student is making progress toward being ready for high school.

What do students need to know?

Evidence Outcomes

Students can:

Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.

How do we know that a student can do it?

21st Century Skills and Readiness Competencies

Inquiry Questions:

Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

Relevance and Application:

Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.

Nature of the Discipline:

The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

One Reading/Writing/Communicating Thread

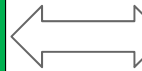
Prepared Graduate Competency

Standard

Grade Level Expectation

Evidence Outcomes

21st Century Skills
and Readiness
Competencies



One Reading/Writing/Communicating Thread

Implement the writing process successfully to plan, revise, and edit written work.

Writing and Composition

Use a recursive writing process for planning, developing and revising text to describe, inform, entertain and persuade. (8th grade)

1. Use planning strategies to select and narrow a topic
2. Establish and maintain a text structure appropriate to audience and purpose.
3. Organize ideas consistent with text structure (e.g. chronology, proposition-support, compare and contrast).
4. Shape and control language
5. Elaborate to give detail, add depth

Inquiry: Why would a writer choose one form of writing over another?

Relevance and Application: Software tools such as Visio enable a writer to first draft and view a series of ideas to imagine the chronology of a piece.

Nature of Reading, Writing and Communicating: Writers arrange their writing process from their audience's viewpoint in order to plan the voice and descriptive detail most persuasive to the idea.

My Standards, My Future

- A more focused set of core ideas
- 21st century skills – such as critical thinking and collaboration
- Elaborate a progression of learning of the core ideas
- Work backward from what we want high school graduates to know and be able to do
- Ensure that all graduates are ready to enter higher-education or the work force without remediation
- Supports best instructional practices

Integration of Content Knowledge and Skills

- Standards are designed to be a progression of content knowledge and the skills to apply the content.
- Standards are mastery-based, not scaffolded. Learning progressions must be incorporated.
 - Vertical progressions: enabling/prerequisite skills found primarily in earlier grade levels
 - Horizontal progressions: primarily within grade level progressions ranging from recall (DOK 1) through applications and extended thinking (DOK 3-4)
- The various components of the standards cannot stand alone. The standards were designed to be utilized in a holistic manner.
- The 21st skills and readiness competencies give context to the expectations and outcomes.

Dissemination and Implementation

1. Office of Teaching and Learning is currently preparing a comprehensive dissemination and implementation plan
2. Preparing user friendly online tools to search and print standards by content and grade level
3. Creating companion documents to support teachers, building administrators and districts
4. Continually seeking feedback and recommendations from the public

CDE Timeline of Implementation

Awareness & Dissemination / Alignment / Implementation / Local Adoption
Tools Support

December 2009–June 2010

February–May 2010

June 2010–June 2011

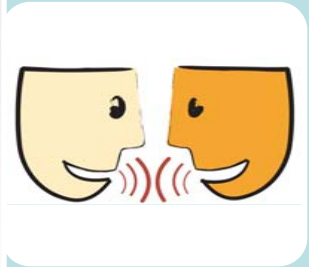
December 2011

Implementation Projects



Tools

- FAQ's
- Timeline for support
- Online, searchable standards



Communication and Collaboration

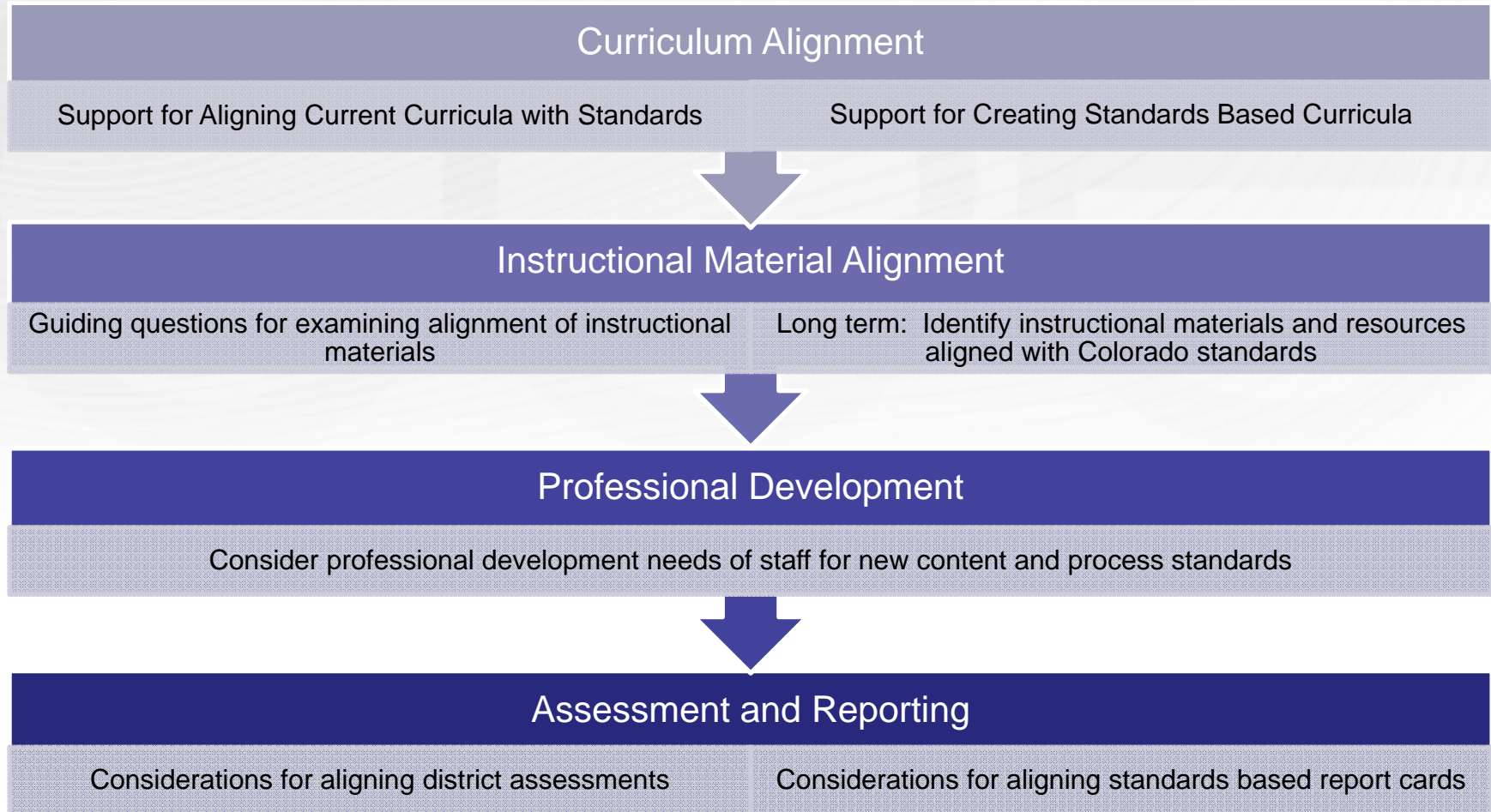
- Early Childhood Education companion materials
- Standards implementation and readiness flowcharts



Professional Development

- PD development tools for districts-on demand including:
- Old vs. New documents, Integration documents, alignment tools, guiding questions, Promising practices
- Personal Financial Literacy Summit and training

Standards Implementation Planning Overview



See the newly revised standards online at:

<http://www.cde.state.co.us/cdeassess/UAS/ColoradoAcademicStandards.html>

Review the standards implementation FAQ online at:

http://www.cde.state.co.us/cdeassess/documents/OSA/standards_implementation_FAQ_12.31.09.pdf

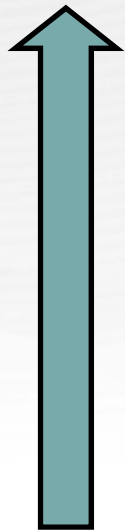
Colorado's New Assessment System

COLORADO'S PRESCHOOL TO POSTSECONDARY ALIGNMENT ACT, SB08- 212 (CAP4K)

Colorado Department of Education
January 2010

Senate Bill 08-212: A FIVE ACT PLAY

Postsecondary
and Workforce
Readiness



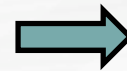
School
Readiness



Descriptions of “School Readiness” and
“Postsecondary and Workforce Readiness”



Revised Standards (Fewer, Clearer, Higher)



Assessments and Endorsed
Diplomas (High School Pilot)



Higher Ed Admission
Standards

SB08- 212 Timeline Highlights

- Adopt School Readiness description – December 2008
- Adopt Postsecondary & Workforce Readiness (PWR) description – June 2009 (early)
- Adopt new academic content standards– December 2009
- Adopt new assessments – Dec. 2010
- Adopt scoring criteria
- Local Adoption of new academic content standards– December 2011
- Administration of redesigned assessment system – Dec. 2012 (on or before)
- Higher Education Admission Requirements – if necessary, Dec. 2014

CAP4K Assessments

- ESEA (summative, grade-level and content specific)
- Special populations (special education, ELL)
- School Readiness
- New Colorado Academic Standards
- Postsecondary and Workforce Readiness

Assessment Stakeholders

- 35 Stakeholder members
- Meetings to date (October 2009 to January 2010)
- Role of committee is to make recommendations to CDE
- Consensus approach

Four Guiding Principles

1. System goal is PWR (to prepare all students for Postsecondary and Workforce Readiness)
2. A balanced system gauges growth and status (and combines formative and summative assessment)
3. The system components reflect the belief that the opportunity to demonstrate success is a right for all Colorado students.
4. System must be relevant for students and teachers

Assessment Revision Subcommittees

- School readiness assessment subcommittee
- Postsecondary readiness assessment subcommittee
- Summative assessment subcommittee (federal requirements)
- Interim/benchmark assessment (formative use) subcommittee
- Assessment for special populations subcommittee

Joint CDE-DHE Public Tour

- Town Hall meetings in thirteen cities
- November 2009 – March 2010
- Two sets of meetings
 - school readiness and primary level assessments
 - PWR and secondary level assessments
- To gather community feedback for the redesigned assessment system

Four Guiding Questions for Joint Tour

1. What would be the significant elements of an effective assessment system for PWR & secondary grade levels?
2. How should PWR & secondary grade levels be assessed?
3. If you can't have everything, what components would you choose?
4. What would be the optimal impact of an effective assessment system?

Race to the Top

- Colorado application submitted in January 2010
- Common Core Standards
- State consortia

CAP4K Online

- <http://www.cde.state.co.us/ASMTRev/home.htm>
- Assessment survey results
- Meetings and minutes
- FAQs and feedback