

Understanding the CO Academic Standards and Alternate Academic Standards



**Transition
Leadership Institute
September, 2012**

Outcomes

- Gain awareness of the terminology and keys for a transformed teaching and learning system
- Increase familiarity with the new Colorado Academic Standards which includes Extended Evidence Outcomes (formerly Expanded Benchmarks)
- Understand how the “Access Skills” are embedded within the Colorado Academic Standards

Phases of Implementation for the Colorado Academic Standards

Awareness & Dissemination

*Building Readiness
to the New
Standards
SY 2010-11*

Transition

*Moving to the
New
Standards
SY 2011-12
SY 2012-13*

Implementation

*Putting Standards
Into Practice
SY 2013-14*

Transformation

*Continuously
Refining Teaching
and Learning*

Inquiry Question

1. How are the new standards a break from the past?

Colorado's Standards: Keys to Transformation

Fewer Expectations with Greater Depth

- Concepts and Skills
- Ending the “culture of coverage”

Designed with the End in Mind

- Backward design
- P-13 vertical progression

Require Application of Knowledge

- 21st century skills
- Mastery: Application and transfer

Focus on “All students, All standards”

- 10 content areas + Academic language

Then

Approaches to Standards Implementation

Now

- Identify “power” standards
- “Unpack” standards
- Content isolation and checklist of skills/content
- Mastery standards
- Standards are unpacked by grades and evidence outcomes
- Concept connections within and across content areas

Colorado's Paradigm Shift... All Students, All Standards

Standards

Curriculum

Instruction

Focus, Coherence, Rigor

Focus, Coherence, Rigor

Design Principles and Instructional Shifts:

- **Focus** on the standards, **the concepts and skills graduates need for the 21st century.**
- **Coherence** is evident in the interconnections **of concepts and skills across grades and in and between disciplines.**
- **Rigor** requires fluency, application, and deep understanding **for mastery.**

Postsecondary Workforce Readiness

The concepts and skills that are a part of Colorado's Postsecondary and Workforce Readiness (PWR) are woven throughout the standards.



What Are Prepared Graduate Competencies?



The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Vertical Coherence: Vertical Progressions

PGC: Analyze and practice rights, roles, and responsibilities of citizens.

Grade Level	Grade Level Expectation
High School	Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies
Seventh Grade	Compare how various nations define the rights, responsibilities, and roles of citizens
Fifth Grade	The foundations of citizenship in the United States
Third Grade	Respecting the views and rights of others is a key components of a democratic society
Second Grade	Responsible community members advocate for their ideas http://www.cde.state.co.us/sitoolkit/DesignTools.htm

Horizontal Coherence: Concept Connections

In **Comprehensive Health and PE**, an understanding of multiple perspectives and their influences on emotions, perceptions and behaviors allows students to manage their behaviors and develop understanding, tolerance, and compassion for others.



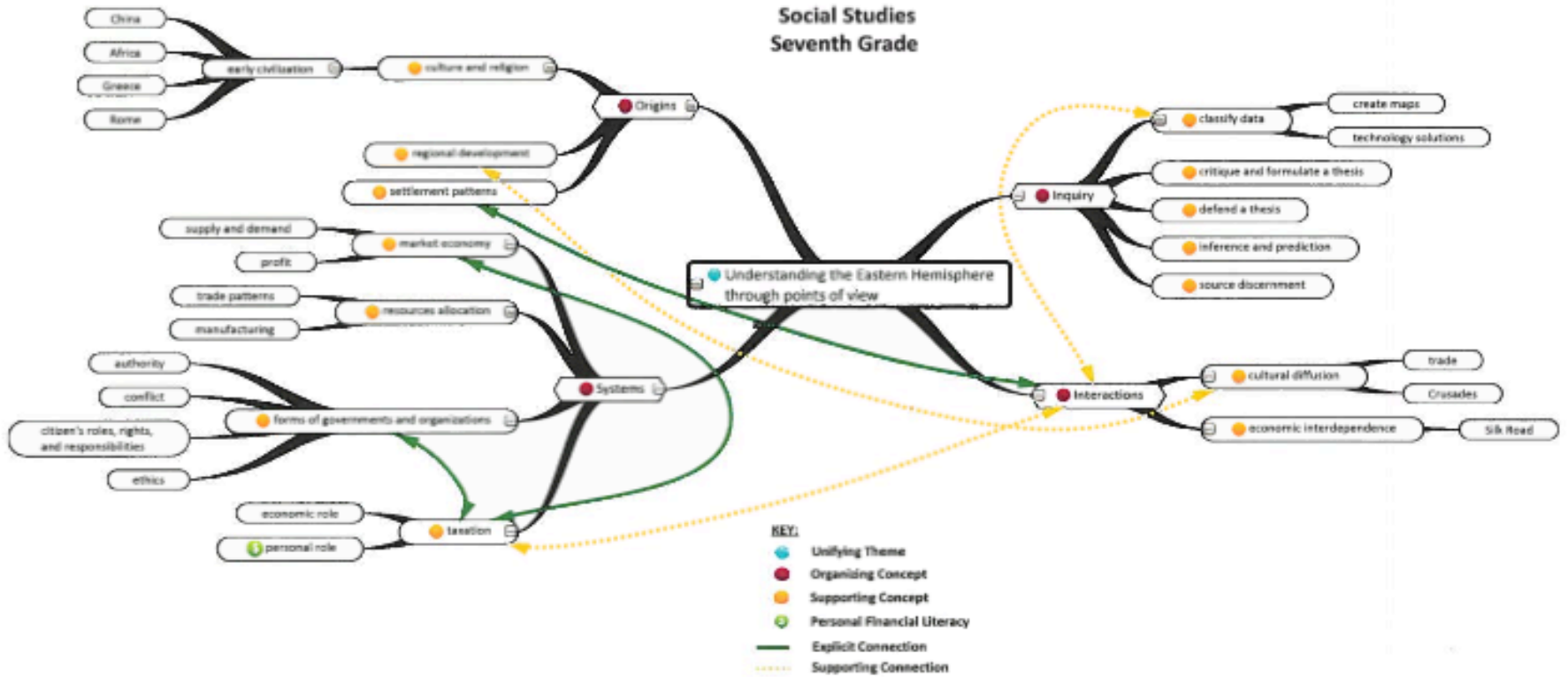
Multiple Perspectives

In **Social Studies**, multiple perspectives develop students' ability to understand how definitions of citizenship are culturally, nationally, politically, and socially constructed.

In **Visual Arts**, understanding familiar and unfamiliar cultures necessitates an examination of multiple perspectives in order to discern intended meanings.

Disciplinary Concept Map

Social Studies Seventh Grade



Rigor: **Mastery**

Citizenship Practices

Analyze multiple perspectives

Participate in democratic decision making

Demonstrate leadership and team-member
responsibilities

Advocate for ideas

Respect the views and rights of others

Engage in appropriate civic participation to
address local, state, and national issues or
policies.

Apply and Transfer

Content Area

Standard:

Prepared Graduates: Prepared Graduate Competency ~ PGC

High School and Grade Level Expectations

Concepts and skills students master: Concepts & skills indicating progress to PGC mastery

Evidence Outcomes 21st Century Skills and Readiness Competencies

Students can:

Indicators of student mastery

- Inquiry Questions:**
- Promote critical thinking
- Relevance and Application:**
- Relevant societal context
- Nature of the Discipline:**
- Characteristics of Discipline

All Students, All Standards

Emotional and Social Wellness . . . Emotional and Social Wellness



Key Elements

The End in Mind

A clear vision for Colorado's educational system

PGCs + 21st Century Skills

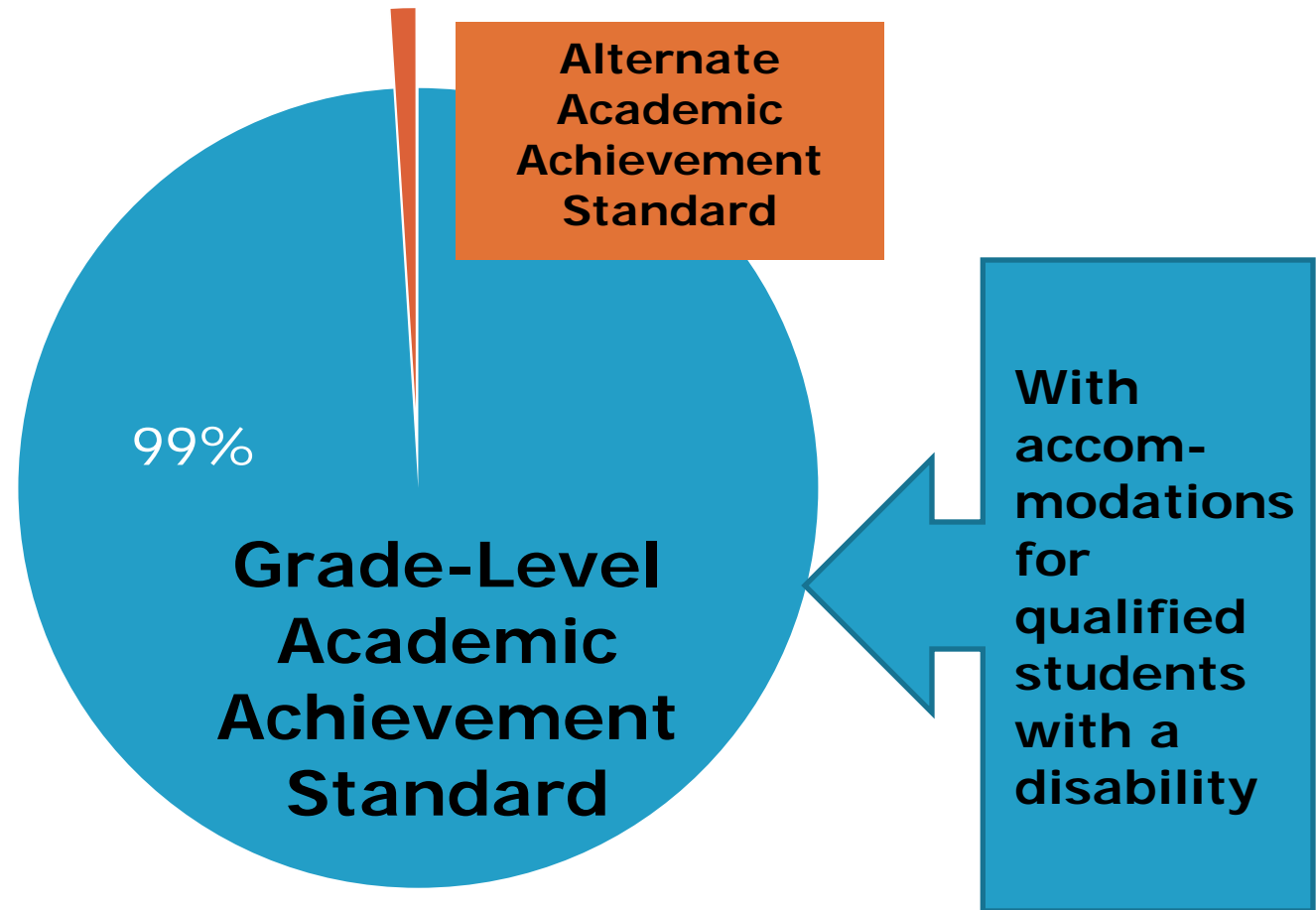


PWR (*college, career, citizens*)

Turn and Talk

With a partner, take a few minutes to discuss a new understanding you have about the Colorado Academic Standards.

Academic Achievement Standards



**Extended
Evidence
Outcomes**

ERCs

**Extended
Readiness
Competencies**

EEOS

Alternate Academic Achievement Standards

for

Students with Significant Cognitive Disabilities



Content Area

Name of Content Area

Standard:

Topical Organization

Prepared Graduates:

P-12 Concept and Skill thread students must master

High School and Grade Level Expectations

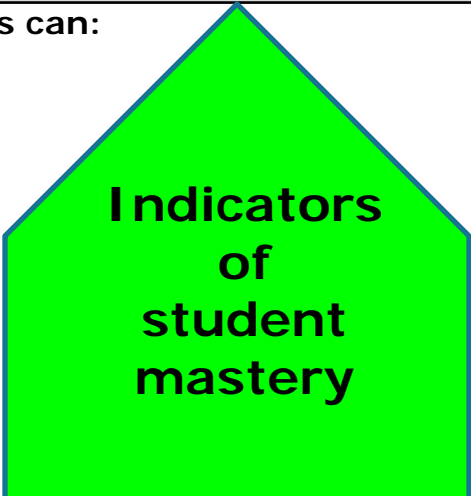
Concepts and skills students master:

Concepts & skills indicating progress to PGC mastery

Evidence Outcomes

21st Century Skills and Readiness Competencies

Students can:



Inquiry Questions:



Relevance and Application:



Nature of the Discipline:



STANDARDS TEMPLATE

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 leaving the Colorado education system must have to ensure success in a postsecondary and workforce setting.

High School and Grade Level Expectations

Concepts and skills students master:

Grade Level Expectation: **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?

Extended Evidence Outcomes

Evidence outcomes for students with significant cognitive disabilities directly aligned to Grade Level Expectations

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

Extended Readiness Competencies

Content Based Access Skills:

Skills needed for student with significant cognitive disabilities to access the standards



Where can I find the Colorado Academic Standards with EEOs?

* **Extended Evidence Outcomes (EEO)**

- On August 3, 2011, the State Board of Education unanimously adopted the Extended Evidence Outcomes (EEOs). EEOs provide the alternate academic achievement standards in Mathematics, Science, Social Studies and Reading, Writing and Communicating for students with significant cognitive disabilities who qualify for the alternate assessment. These alternate expectations are directly aligned to the grade level expectations for all students.
- [Mathematics with EEOs](#)
- [Reading, Writing and Communicating with EEOs](#)
- [Science with EEOs](#)
- [Social Studies with EEOs](#)
- http://www.cde.state.co.us/cdeassess/UAS/Printable_Standards.html



FAQs

Q – What is the difference between the Expanded Benchmarks and the Extended Evidence Outcomes?



Let's compare...

Expanded Benchmarks

1. One list for all grade spans
2. Broad
3. Aligned to the Colorado Model Content Standards
4. Access Skills separate

New EEOs

1. Grade level specific
2. Concepts & Skills
3. Clearly Aligned to Colorado Academic Standards
4. Embedded Content-Based Access Skills



FAQs

Q - Where can I find access skills for behavior and inter/intrapersonal skills?

A - Check Comprehensive Health and Physical Education

-Emotional and Social Wellness



Comprehensive Health & Physical Education Standards and Prepared Graduate Competencies

	<i>Movement Competency & Understanding</i>	<i>Physical & Personal Wellness</i>	<i>Emotional & Social Wellness</i>	<i>Prevention & Risk Management</i>
<i>PE</i>	<ul style="list-style-type: none"> • Motor Skills & Patterns • Movement Concepts 	<ul style="list-style-type: none"> • Regular Physical Activity • Health-Enhancing Fitness Level 	<ul style="list-style-type: none"> • Responsible & Respects Self and Others 	
<i>Both</i>				<ul style="list-style-type: none"> • Safety; Injury Prevention
<i>CH</i>		<ul style="list-style-type: none"> • Healthy Eating • Healthy Relationships; Sexual & Reproductive Health • Health Promotion 	<ul style="list-style-type: none"> • Mental, Emotional, & Social Well-being 	<ul style="list-style-type: none"> • Healthy Decisions; ATOD Prevention • Healthy Relationships; Violence & Bully Prevention



Extended Readiness Competencies

Content-based access skills:

- How the student accesses the general curriculum
- Skills—What is the student expected to do?
- Access Skills are embedded
- Not an exhaustive list – just examples



Inquiry Question

2. How are the “Access Skills embedded with the Colorado Academic Standards

From the access skills...

- **Attending**
- Listening
- Interpreting
- Responding
- Expressing
- Gaining
- Maintaining
- Following
- Giving
- Attaching
- Acknowledging
- Honoring
- Using
- Self-initiating



...to the EEOs

“Attending”.... (RWC)

- Listening and attending to others who are communicating
- Attending to activities involving the alphabet
- Attending to the environment
- Attending to reading activities
- Attending to editing tasks
- Attending to multiple types of correspondence
- Attending to writing activities
- Attending to a preferred activity
- Attending to peers
- Attending to a communication partner
- Attending to research materials
- Attending to pictures/objects



RWC-Standard 1
Oral Expression and
Listening
GLE: 11th grade

FAQs

Q – Suppose I have a student with a significant cognitive disability, but who accesses the general curriculum with only accommodations and takes the general state assessment in a certain content area. Do I use EEOs to write goals for this student?

A – No. In a given content area where the student receives only accommodations, the goals would be written on the grade-level academic achievement standard Evidence Outcomes. Remember EEOs = AAS (Alternate Achievement Standards)



FAQs

Q – Is CoAlt aligned to the EEOs?

A – The current CoAlt was originally linked to the Colorado Model Content Standards and aligned with the Expanded Benchmarks. All of the new state assessments that are being developed will be based on Colorado Academic Standards/ EEOs. As you transition your instruction to the CAS/EEOs you should be in good shape as the assessments transition also.



FAQs

Q – Where can I find information about CELPS for ELLs?

A – On the Standards Implementation Toolkit page, there are links to CELP resources. (Language Culture and Equity page)

<http://www.cde.state.co.us/sitoolkit/LearnAboutTheStandards.htm>

Other links to CELP resources:

[CELP Standards K-5](#)

[Can Do Descriptors For WIDAs Levels Of ELP](#)

[CELP Standards 6-12](#)

[Colorado ELL Guidebook](#)

[Fast Facts](#)



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