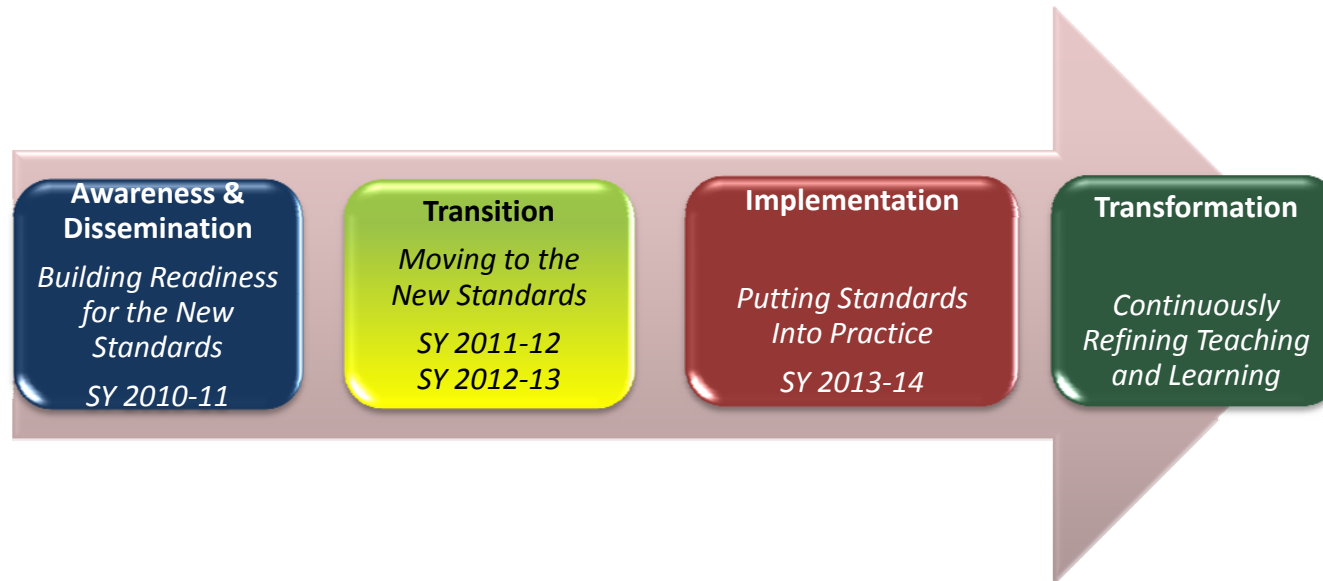


Transitioning to the Colorado Academic and English Language Proficiency Standards

The Colorado Department of Education (CDE) is committed to supporting Colorado school districts in the transition to the Colorado Academic Standards (CAS) and the Colorado English Language Proficiency Standards (CELPS). CDE is following a standards implementation support plan that includes four phases: (1) awareness, (2) transition, (3) implementation, and (4) transformation. Awareness involves communication about the revised standards; transition involves making curriculum changes based on the revised standards; implementation involves adjusting instructional practices to the revised standards; and transformation involves innovation in teaching and learning based on the standards.



CDE recommends that districts use the 2011-12 school year to design curriculum based on the standards and 2012-13 school year to begin phasing in the standards-based curriculum. By using the two school years to design and begin implementation of a standards-based curriculum, districts can support a thoughtful standards transition process.

The recommendations are well coordinated with the state's assessment transition plan. The state will replace the Colorado Student Assessment Program (CSAP) with a transitional assessment during the 2011-12 and 2012-13 school years, which will be called the Transitional Colorado Assessment Program (TCAP). The TCAP will assess, where blueprint flexibility allows, only content that is shared by the Colorado Model Content Standards and the Colorado Academic Standards. The TCAP will provide Colorado with uninterrupted growth data and support districts in transitioning to the Colorado Academic and English Language Proficiency Standards by the 2013-14 school year.

Transitioning to the Colorado Academic and English Language Proficiency Standards

	2011-12 Transition Year 1	2012-13 Transition Year 2	2013-14 Full Implementation
What Should Districts Do?	<ul style="list-style-type: none"> – Initiate district standards transition plan – Review local standards by December 2011 and make needed revisions, pursuant to SB 08-212 – Design/redesign curriculum based on the new standards – Professional development on the standards-based teaching and learning cycle 	<ul style="list-style-type: none"> – Use and refine redesigned curriculum based on the new standards – Adjust grade level content to reflect the new standards – Phase out content no longer in the standards – Professional development on the standards-based teaching and learning cycle 	<ul style="list-style-type: none"> – Fully implement curriculum based solely on the new standards – Professional development on the standards-based teaching and learning cycle
What Should Be Educators' Instructional Focus?	<ul style="list-style-type: none"> – 21st century skills – Organizing concepts of the new standards – Familiarity with standards-based teaching and learning cycle – Develop familiarity with new grade level content 	<ul style="list-style-type: none"> – 21st century skills – Organizing concepts of the new standards – Implement standards-based teaching and learning cycle – Integrate formative practice into instruction – Develop expertise with new grade level content 	<ul style="list-style-type: none"> – 21st century skills – Organizing concepts of the new standards – Integrate formative practice into instruction – Refine standards-based teaching and learning cycle – Ensure focus is on the CAS; eliminate extraneous content
What Support is CDE Providing?	<ul style="list-style-type: none"> – Protocols for districts to review and revise standards/curricula – Summer Learning Symposia – Curriculum development tools – Standards-based teaching and learning cycle resources – Model instructional units 	<ul style="list-style-type: none"> – Leadership transition toolkit – Curriculum examples – Instruction and formative practice resources – Models of next generation standards-based instruction – Web resources for educators – Interim assessment resources 	<ul style="list-style-type: none"> – Curriculum exemplars – Resources of student growth measures for all tested and non-tested content areas – Examples of student mastery – Video resources for teaching
What is Happening with Assessment?	<ul style="list-style-type: none"> – Transitional Colorado Assessment Program (TCAP) – As blueprint flexibility allows, assess only content shared by Colorado Model Content Standards and the CAS – Release of TCAP assessment blueprint 	<ul style="list-style-type: none"> – TCAP – As blueprint flexibility allows, assess only content shared by Colorado Model Content Standards and the CAS 	<ul style="list-style-type: none"> – Projected start of new Colorado summative assessment



What is important to know about Colorado's New Standards?

The CAS...

- are designed with the end in mind, postsecondary and workforce readiness, articulated through prepared graduates competencies.
- include 21st century skills: critical thinking, invention, information literacy, collaboration and self direction.
- are based on powerful connections within and across content areas.
- define mastery by grade level, requiring application and transfer of concepts and skills.
- focus on students acquiring concepts and skills through content for higher order thinking
- are presented within the innovative CAS template, deceptively simple and requiring new ways of thinking

The CELPS...

- are five English language development standards for grades PK through 12 organized around content language.
- specifically link language learning to academic content (Language Arts, Mathematics, Science, and Social Studies).
- include more than 1,00 Model performance Indicators (MPIs) that have three elements: language function, example content topic and a form of support through proficiency level 4.
- were developed by the World-class Instructional Design and Assessment (WIDA) consortium.

What are the important features of the new assessment system?

The Colorado assessment system represents a shift in thinking about assessment away from the concept of tests being only one time high stakes events for some grades and seemingly separate from instruction. Rather, the P-20 system recognizes that good assessment and good instruction cannot occur in isolation of one another. Under the new system, educators and students will receive ongoing feedback on student performance that will inform instruction in meaningful and more immediate ways.

Colorado's new assessment system will signal daily progress toward mastery, intermittent demonstrations and a culminating application of knowledge and skills expected by the college and career ready Colorado Academic Standards at each grade level. It will be designed to produce meaningful and timely results which will be both easy to understand and applicable to students, parents and educators. The results in some subject areas will represent eligibility thresholds for college and workforce readiness.

Some of the proposed assessment results, such as those from the summative state assessments, will have high stakes accountability decisions attached to them. Others, the much more frequent and voluntary formative and interim results, may be used to provide monitoring of student learning of the standards and guidance for instruction.

The new assessment system will continue to include an alternate assessment for the 1% population and an English language proficiency assessment.