

Wyoming State Board of Education Agenda

Wyoming education partners support a student-centered learning system in which all Wyoming students graduate prepared and empowered to create and own their futures.

March 17 th , 2016 Hulett Community Center 401 Sager Street Hulett, Wyoming		
8:45 a.m.-10:00 a.m.	Tour of Hulett School Outdoor Classroom	
10:00 a.m.-10:20 a.m.	Wyoming State Superintendent Update	Tab A
10:20 a.m.-11:00 a.m.	Order on Guild Charter School Hearing- Mackenzie Williams	
11:00 a.m.-12:00 p.m.	Board Reports and Updates- Paige Fenton Hughes & Brent Young <ul style="list-style-type: none"> • Legislative Wrap-Up • Definition of a High School Graduate • Native American Education • NASBE Grant Meeting Update • Standards Trigger Discussion • ESSA Update & Crosswalk • Science Standards • 2014 ELA Extended Standards 	Tab B
		Tab C
		Tab D
		Tab E
		Tab F
12:00 p.m.-1:00 p.m.	Lunch	
1:00 p.m.-3:00 p.m.	Continuation of Board Reports and Updates	
3:00 p.m.-5:00 p.m.	Wyoming Statewide System of Support- Joel Dvorak	Tab G
March 18, 2016 Hulett Community Center 401 Sager Street Hulett, Wyoming		
8:00 a.m.- 8:30 a.m.	State Board of Vocational Education	
	<ul style="list-style-type: none"> • Roll Call • Pledge of Allegiance 	
	<ul style="list-style-type: none"> • Approval of Agenda 	Tab H
	<ul style="list-style-type: none"> • Minutes - February 22, 2016 	Tab I
	<u>Discussion Items:</u> <ul style="list-style-type: none"> • Letter on State Plan for Perkins- Guy Jackson 	Tab J

8:30 a.m.- 8:45 a.m.	State Board of Education	
	• Call to order	
	• Approval of agenda	Tab K
	• Minutes - February 22, 2016	Tab L
	• Treasurer's report	
8:45 a.m. – 9:15 a.m.	<u>SBE Committee Reports</u>	
	• Communication Committee	Tab M
	• Administration Committee	Tab N
9:15 a.m. – 10:00 a.m.	<u>Discussion Items:</u>	
	• Restructuring Plans Update- Brent Bacon	
10:00 a.m.- 12:00 p.m.	<u>Action Items:</u>	
	• Chapter 31 Rules Revisions- Shelly Andrews	Tab O
	• Recommendation of Court Ordered Placement of Students, Potential Provider- Jo Ann Numoto	Tab P
	• Science Standards- Laurie Hernandez	Tab Q
	• 2014 ELA Extended Standards- Laurie Hernandez	Tab R
12:00 p.m. – 12:30 p.m.	Lunch	
12:30 p.m. – 2:00 p.m.	Continuation of Action Items	
2:00 p.m.- 2:15 p.m.	Other issues, concerns, discussion, public comment:	
	Adjourn	



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March 17-18, 2016 Update from Superintendent Balow

Dear Chairman Gosar and Members of the SBE:

I plan to provide information in this update in-person on March 17-18 in Hulett. Here are a handful highlights from each of the WDE divisions.

Finance:

The School Foundation Team is adjusting the statewide payment model incorporating the external cost adjustments (ECA) implemented through 2016 session law.

The Budget Team will work closely with teams across the WDE (and SBE if desired) in the coming weeks to analyze budget cuts realized during the 2016 legislative session. Additionally, I requested this team continue to analyze the budget for additional voluntary reductions in travel, duplicated work, and the 900 series (contracts).

Accountability:

The Assessment Team is gearing up to provide phase II of assessment literacy training. The purpose is to help educators really understand the different types of assessments and their purposes as well as to provide guidance on developing a more valid, reliable, and robust assessment system for their district. Phase I of this training was widely attended.

The Hathaway Team is excited to appeal to younger students and their families in a variety of ways in the coming months.

Individual Learning:

A collaborative partnership between the Individual Learning Division and University of Wyoming ECHO project kicked off with a statewide ECHO conference. Close partnerships with schools and districts across the state enable WDE staff to plan deliver professional development and technical assistance according to stakeholder needs and data.

Information Management:

The upcoming Wyoming School District Technology Directors Conference is hosted by WDE and the Information Management Division.

Communications:



March 11, 2016

MEMORANDUM

To: State Board of Education

From: Paige Fenton Hughes- Coordinator

RE: March 2016 Board Report

I'm excited to see all of you in beautiful Hulett in a few days! We have quite a few things to discuss, so it will be good to have time for that in a face-to-face setting.

Legislative Wrap Up

I'll provide you an update on the outcomes of the legislature's budget session. With Dicky and Brent's help at the last meeting, we did give you a rundown of the education bills. I sent you a quick final update along with a link to the WEA final bills chart. That's just a good, quick reference to look up information about any bill you want to revisit. Let me share with you some of the outcomes that link directly to our priorities.

Unfortunately, the bill to allow districts to use BRIDGES funds for early childhood options failed. You'll recall that didn't provide any new funds, just allowed districts flexibility. The student privacy bills were the result of a lot of interim committee work, and I found the debate about them surprising. I can tell you a little about it. They weren't necessarily topics that directly affect our work, but fascinating nonetheless. The alternative school accountability bill passed, and it will require us to have a PJP to determine alt school targets in 2017. The "We Tip" line at WDE will go away and be replaced by a call center under the AG's office. The department of Homeland Security will be able to transfer two positions to staff the line. If you'll recall, this safety and security bill has been out there for two sessions now and is the result of a lot of hard work by numerous agencies during two interims.

School funding and capital construction were hot topics during the session, as you can imagine. As you know, the funding for capital construction is based almost entirely on taxes that will be greatly reduced in coming years. The External Cost Adjustment going to districts was reduced as well. Additionally, some districts will see declining enrollment as a result of the energy downturn.

The assessment bill passed both houses, but because they did not have the same amendments, there was a conference committee which Nate attended for us on short notice straight from the dentist's office (thanks Nate!). The House didn't continue the select committee on accountability, but the Senate wanted it. Chairman Coe felt there is just too much work to be handled entirely by the JEC. The House amended the high school assessment portion of the bill to include an 11th grade college readiness exam to be used for achievement, equity, and growth. As you'll recall, the task force was adamantly opposed to this. At any rate, we ended up with the select committee and the 11th grade college readiness exam being used for achievement.

Definition of a High School Graduate

Okay team...we need to make a decision about this item. I think it's been on our agenda for two years now. We have a draft definition that I put together from the input of the collaborative group in Saratoga last spring and your input in Pinedale last fall. You requested that we put it out for comment at the WSBA conference in November, which we did. We had a comment form on every table, and Brian agreed to gather those forms for us. Of all the attendees at the conference, we got one reply. The comments in the reply were that it seemed that we were simply duplicating work that had already been done by the Complete College Wyoming group. If you'll recall, that is kind of the opposite of the input we received from Jim when we discussed this issue. He felt like the Complete College Wyoming definition is for a student who is ready to attend college, not necessarily a student who is a high school graduate (although our state law says that every graduate should, at a minimum, be prepared to attend the university or a community college). I will tell you I had a personal conversation at a system of support meeting with a curriculum expert who questioned the need for a definition. She asked by whom and for what purpose the definition would be used. If you'll recall, it was originally included in the Advisory Committee report as a requirement as part of the end-of-course examination section of that report. When we talked at Pinedale about whether or not it's really a requirement for the board to complete this definition, I'm not sure we had a definitive answer from our attorney friends. I'm just looking for direction from you all about how to resolve this issue. I'm including the last definition we had out for feedback.

Native American Education "Initiative"

At our last meeting we talked very briefly about the discussion around a "Native American education initiative" that was suggested at the December JEC meeting by Representative Sommers. We followed up unofficially with a discussion after the meeting. Rob Black presented some information at your February meeting about work at the WDE around Native American education. We know that Wyoming Public Television is completing some videos and accompanying curricula about the two tribes on the Wind River Reservation. The system of support is addressing the priority schools, some of which are on the reservation. Please think about this issue before our meeting, and let's decide if and how we might proceed.

NASBE Grant on Standards-Based System

The "leadership council" for the NASBE grant on a standards-based system met in Casper on March 9 to kick off the grant work. Those present were Co-Chairs Coe and Northrup, Superintendent Balow, Brent Young, Laurie Hernandez, Andrea Bryant (PTSB), Kathy Scheurman, Gerry Chase (WASA), Nate, Chelsie, and me. The meeting was facilitated by Robert Hull of NASBE. Robert presented the standards-based alignment model that Francis briefly presented to all of us in Saratoga last year. Basically, Robert reminded us that if our policies and systems at the state level are not aligned, then our student achievement will not be sustained at a high level. Robert reminded us that high expectations aligned to standards extend to teachers and leaders, not just students. We also talked about measures of effectiveness, accountability, and professional learning. The other two cogs on the wheel, curriculum and materials, are somewhat outside our purview in Wyoming. However, Robert reminded us that state boards, in

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addition to the power of policy, also have the power of questioning and the power of convening. The alignment issue is an interim topic for the JEC in the upcoming months. Both questioning and convening can influence education outcomes in a state. In addition to the work of aligning policies, rules, and statutes, we also talked about completing our strategic plan and reviewing standards for quality. NASBE will provide us support for both those endeavors; however, those are more internal to the board than the work of alignment, which involves several entities at the state level. Robert reminded us that every issue that comes before us should be resolved by considering the impact on student learning. Finally, we were reminded that we need to consider how we will track and evaluate the impact of our work.

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The 2012 Wyoming Comprehensive Accountability Framework Phase I Report of the Advisory Committee to the Select Committee on Statewide Education Accountability notes that “the most critical aspect of developing a student graduation accountability system is to define a Wyoming high school graduate” (Marion & Domaleski, 2012). Over the past couple of years, the Wyoming State Board of Education has discussed the definition of a high school graduate from time to time and has solicited input from a collaborative group of stakeholders. Also, the Complete College Wyoming group has been crafting a working paper on college and career readiness for Wyoming students. The state board reviewed this document, took into consideration input from the collaborative council, and included their own perspectives in crafting a definition of a Wyoming high school graduate that includes the knowledge, intellectual skills, and dispositions of successful students. The definition uses the language of Wyoming statute as its basis.

At this time, the board is seeking input and feedback about this draft of a definition of a high school graduate that speaks not only to the cognitive skills a graduate should possess, but also to the dispositions as well. If you could take a few moments to contemplate the definition and offer some feedback to the board, it would be greatly appreciated. You may offer comments on this sheet, or email comments to chelsie.oaks@wyo.gov or mail to her at 2300 Capitol Avenue, Cheyenne, WY 82501. Please find the draft definition on the back of this sheet.

What is one thing that strikes you as powerful or useful about the definition?

What is one thing is unclear to you or doesn't quite make sense to you?

What questions would you like the board to consider as they recraft the definition?

Additional comments/thoughts/input:

Thank you so much for taking the time to provide input to the board!

graduation as prescribed by the State of Wyoming and the district from which he or she graduates. Moreover, each student shall be equipped for his or her role as a citizen and participant in the political system as well as to compete both economically and intellectually in a global society.

College and Career Readiness:

- Wyoming high school graduates should demonstrate college and career ready levels of competence on a college or career readiness assessment;
- Wyoming high school graduates should enter Wyoming's community colleges or the University of Wyoming without needing to take remedial coursework; and,
- Have developed a foundation in the academic disciplines identified in the Hathaway Success Curriculum (Buckendahl, 2013; Complete College Wyoming, 2015).

Graduation Standards:

- All Wyoming high school graduates must successfully complete
 - Four (4) school years of English;
 - Three (3) school years of mathematics;
 - Three (3) school years of science;
 - Three (3) school years of social studies, including history, American government and economic systems and institutions and satisfactorily pass an examination on the principles of the United States Constitution and the Constitution of the state of Wyoming.
- All district graduation requirements.

Engaged Citizen and Contributing Member of Society:

- A healthy curiosity and the ability to reflect thoughtfully;
- Perseverance and persistence when facing challenges;
- Ability to confidently question;
- Adaptability and flexibility as a life-long learner;
- Acceptance of diversity.

Intellectual Skills to Compete in a Global Society:

- Solving problems persistently and creatively;
- Researching and synthesizing information from a variety of sources;
- Reading fluently and reading for understanding;
- Writing and speaking so as to convey meaning to a variety of audiences.



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Memo for Discussion on March 17-18, 2016 Off-Cycle Standards Review

Dear Chairman Gosar and Members of the Board,

I respectfully submit this memo in light of my request to include standards “triggers” on the Board agenda. Perhaps the first task is to suggest a common definition.

In its grant application to NASBE, the State Board defined it as:

“... a revisiting of the standards before the nine-year required review. In other words, if science is to be reviewed in 2025, what might happen between then and now that would prompt the board to initiate a review before the deadline?”

I’ll add that an agreed upon process for initiating standards work in an off-cycle year is essential because:

- The WDE needs to judiciously plan for reviews. They cost taxpayer money and human resources. Committee work with stakeholders and public outreach are also important considerations.
- Any and all standards review work should be done with growth of Wyoming education at the forefront. A process should never be initiated to appease board members or a niche of citizens or policymakers. In short, a review of standards should never be political.

Here are a few thoughts I submit for the sake of today’s discussion:

- Any off-cycle opening of standards should include a specific scope of work including topics to be reviewed as well as grade levels. Changes should come by way of amendment to the State Board for approval.
- The Board should contemplate how the public could initiate a review. Perhaps it is with legislative action or, perhaps, it is by other means, such as the majority of local school board chairs.

Recently stakeholders met to discuss the NASBE standards-based leadership framework. Consideration of “triggers” by the Board is a step toward recognizing Wyoming’s learning standards as the hub for educational decision making.

Again, my hope today is for the State Board to agree to take action at its next meeting to set policy for a process that triggers an off-cycle review of standards. I think we have a genuine opportunity to pilot a process with the Extended ELA Standards given the limited scope of work required.

My Best,

Jillian

Jillian Balow, State Superintendent



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03/09/2016

Chairman Gosar:

The following items will be discussed at the March 17-18 meeting of the Wyoming State Board of Education on behalf of the Wyoming Department of Education:

Standard Triggers:

Superintendent Balow has provided a memo in regards to standard triggers. The NASBE grant meeting in Casper this past week provided an excellent framework to align all aspects of our work to Wyoming's standards. We feel it is important to have an agreed upon process in place to review these standards if the need would arise prior to the end of the nine year cycle.

ESSA Update and Crosswalk

Mike Flicek, Sean McInerney, Brent Bacon, and I will be available for this update. In your packet you will find a slide deck for the crosswalk between the WAEA Model and ESSA. The presentation will provide an overview of how closely Wyoming's model fits with the requirements of ESSA. At future meetings, the Department plans to provide in-depth information in regards to all components of ESSA.

Science Standards

Your packet contains all of the materials from the Science Review Committee. Laurie Hernandez and her team will be in attendance to present the review committee's work and answer any questions you may have related to this work. We anticipate an action by the Board during the next day's meeting to direct the WDE to begin the process to receive public input.

ELA Extended Standards

Laurie and her team have put together examples of the work that has been done to study the concerns that were raised about the ELA Extended Standards. These concerns came from members of the ELA Extended Standards Review Committee. These examples will be shared with the Board. This item is also an action item on your next day's agenda.



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ESSA School Accountability

State Board of Education Presentation
March 17, 2016

Introduction to ESSA



- Compared to NCLB, ESSA represents a move to increased state and local control
- CCSSO is encouraging State's to view this as an opportunity for State leadership and innovation
- Core pillars remain
 - Standards
 - Assessments
 - Accountability and Report Cards
 - School improvement
- We're in a period of transition and early implementation
 - Our understanding is still evolving
 - What we think today may change tomorrow

Review of Current Wyoming School Accountability and System of Support

WAEA Indicators



- Achievement
- Growth
- Equity (focus on the consolidated subgroup)
- Readiness (High School Only)
 - Graduation Rate
 - Additional Readiness
 - Grade 9 Credits
 - Tested readiness
 - Hathaway Eligibility Level

WAEA Target Level & Performance Levels



- For all indicators
 - Below Target
 - Meets Target
 - Exceeds Target
- Static targets – not designed to increase over time
- School indicator target levels are entered into decision tables to establish school performance levels
 - Exceeding Expectations
 - Meeting Expectations
 - Partially Meeting Expectations
 - Not Meeting Expectations

Wyoming System of Support



- Wyoming is implementing a system of support for schools that are *not meeting expectations*
 - In 2015:
 - 18% (27 of 150) of grade 3 through 8 Title I schools did not meet expectations
 - 20% (2 of 10) of Title I high schools did not meet expectations
 - Later we will see that at least the bottom 5% of Title I schools must be identified by the state for ***comprehensive support and improvement***

ESSA School Accountability & Support Provisions

ESSA School Accountability Indicators



- Annually measure school performance of all students and separately to each **subgroup** on these indicators
 - Achievement measured by proficiency on State Test
 - Growth (at State’s discretion in high schools) or another valid and reliable academic indicator (presumably Wyoming could still use the Equity indicator)
 - For high schools
 - 4 year on-time graduation rate
 - Extended graduation rate – at state discretion
 - At least one other indicator of school quality or student success
 - For example, school climate
 - This indicator is to be given “much less weight” than the others
 - Progress of English learners in attaining English proficiency

Ambitious Long-Term Goals



- Established by the State
 - Required for all students and separately for each subgroup for
 - Achievement
 - 4-year on-time graduation rate (extended graduation, if a state includes this)
 - English learners attaining English proficiency
 - State establishes a ***multi-year term*** for the goals with interim targets that are common for all students and for subgroups
 - For subgroup behind on measures, goals are to reflect “***significant progress***” in closing the statewide proficiency and graduation gaps
 - This implies subgroup goals need not be the same for subgroups as the all students goals
 - This is a significant departure from NCLB

Implications for Wyoming



- Indicator scores and, likely, school performance levels, will be needed for subgroups
- Role and type of extended graduation rate, if retained in the model, would need to change
- At least one other indicator(s) of school effectiveness is needed
 - School climate is an example
 - Some parts of Wyoming's readiness indicator meet this definition
 - Readiness indicators could be developed for grades 3 through 8
 - This is an example of an opportunity for innovation
- Progress of English learners attaining English proficiency needs to be added as an indicator
- Decision tables need to account for the English language proficiency indicator (many schools will not have enough students for this)

Long-Term Goals & Interim Targets



- Needed for only three indicators
 - Achievement
 - 4-year on-time graduation rate
 - English learners attaining English proficiency
- The ***term*** for interim targets and goals needs to be established
- In Wyoming,
 - The long-term goals and interim targets could serve as the ***MEETS TARGET*** cut-points on ***these indicators only***
 - The other indicators could retain their static cut-points
 - Subgroups could have subgroup unique indicator target level cut-points, long-term goals and interim targets (more on this later)

ESSA: Comprehensive Support & Improvement



- Must include
 - Not less than bottom 5% of Title I schools (could include schools “not meeting expectations”)
 - All high schools failing to graduate 1/3rd or more of students
- Requires LEA oversight and involvement in school improvement (i.e., the school loses some autonomy)
- Continued low performance would lead to increased state involvement (i.e., further loss of autonomy)
- In Wyoming, a school falling in the *not meeting expectations* performance level could be identified for comprehensive support and improvement

Comprehensive Support & Improvement



- State must establish exit criteria for comprehensive support and improvement
- If exit criteria are not within a state determined term for exiting (not to exceed 4 years) more rigorous State-determined actions are implemented
 - “For instance, implementation of interventions (which may include addressing school-level operations)”

ESSA: Targeted Support & Improvement



- To include schools in which any subgroup is *consistently underperforming* based upon State determined methodology
- Initially, the school has autonomy for subgroup improvement planning
- Continued low subgroup performance would lead to LEA involvement in the improvement planning
- State to establish **exit criteria** for targeted support and improvement
- If exit criteria are not satisfied within a state determined term (not to exceed 4 years) the school is identified by the state for comprehensive support and improvement
- Thus, again a cascading loss of autonomy for the school if improvement does not come

Plausible Wyoming Scenario



- Schools would get an overall performance levels based upon the all students group
- Subgroups would get a performance level based upon the subgroup long-term goals and interim targets
 - For indicators without long-term goals (i.e., growth and equity), subgroups would have the same target level cut-points as the all students group
- When a school has a subgroup or subgroups not meeting expectations, the school would be identified for targeted support and assistance
 - Each school would have an overall performance level like they do now and some schools would have targeted support and improvement
 - For example, a school might be **meeting expectations** overall **with targeted support and improvement** ... other schools would just be meeting expectations (i.e., they would not have targeted support and improvement)

Participation Rate on State Assessment



- Requirement for all student group and for subgroups is 95%
- When computing percent proficient on academic achievement indicator, include in the denominator the greater of –
 - 95% of students, or
 - The number of students who participated in the assessment
- This seems to allow 5% of students not to test with no consequence. When more than 5% of students do not test, the non-participants over and above the 5% allowable are counted as “not proficient” when computing the percent proficient for a school
- State needs to clearly articulate business rules around this requirement

Partial Attendance (Full Academic Year)



- For students who have not attended the same school for at least $\frac{1}{2}$ year
 - The student's performance may not be included on the indicators for the school (Wyoming's current definition of Full Academic Year ensures this)
 - The student's performance is counted for the state and LEA report cards
- For high school students who are non-completers when calculating graduation rates, who have not attended the school for at least $\frac{1}{2}$ of the school year, the LEA shall assign the student to the high school
 - At which they were enrolled for the greatest number of school days while enrolled in grades 9 through 12, or
 - In which they were most recently enrolled

Work Underway in Wyoming



- The new state assessment is scheduled for implementation during the 2017-18 school year
- Setting long-term goals will need to happen in the summer following the 2017-18 school year
- Beginning with the 2016 School Performance Reports, however, the Department will include
 - Subgroup scores for each school and the state overall
 - The percent of English learners at each school and the state overall who are making progress attaining English proficiency



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QUESTIONS?



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 - 4-year on-time graduation rate
 - English learners attaining English proficiency
- The ***term*** for interim targets and goals needs to be established
- In Wyoming,
 - The long-term goals and interim targets could serve as the ***MEETS TARGET*** cut-points on ***these indicators only***
 - The other indicators could retain their static cut-points
 - Subgroups could have subgroup unique indicator target level cut-points, long-term goals and interim targets (more on this later)

ESSA: Comprehensive Support & Improvement



- Must include
 - Not less than bottom 5% of Title I schools (could include schools “not meeting expectations”)
 - All high schools failing to graduate 1/3rd or more of students
- Requires LEA oversight and involvement in school improvement (i.e., the school loses some autonomy)
- Continued low performance would lead to increased state involvement (i.e., further loss of autonomy)
- In Wyoming, a school falling in the *not meeting expectations* performance level could be identified for comprehensive support and improvement

Comprehensive Support & Improvement



- State must establish exit criteria for comprehensive support and improvement
- If exit criteria are not within a state determined term for exiting (not to exceed 4 years) more rigorous State-determined actions are implemented
 - “For instance, implementation of interventions (which may include addressing school-level operations)”

ESSA: Targeted Support & Improvement



- To include schools in which any subgroup is *consistently underperforming* based upon State determined methodology
- Initially, the school has autonomy for subgroup improvement planning
- Continued low subgroup performance would lead to LEA involvement in the improvement planning
- State to establish **exit criteria** for targeted support and improvement
- If exit criteria are not satisfied within a state determined term (not to exceed 4 years) the school is identified by the state for comprehensive support and improvement
- Thus, again a cascading loss of autonomy for the school if improvement does not come

Plausible Wyoming Scenario



- Schools would get an overall performance levels based upon the all students group
- Subgroups would get a performance level based upon the subgroup long-term goals and interim targets
 - For indicators without long-term goals (i.e., growth and equity), subgroups would have the same target level cut-points as the all students group
- When a school has a subgroup or subgroups not meeting expectations, the school would be identified for targeted support and assistance
 - Each school would have an overall performance level like they do now and some schools would have targeted support and improvement
 - For example, a school might be **meeting expectations** overall **with targeted support and improvement** ... other schools would just be meeting expectations (i.e., they would not have targeted support and improvement)

Participation Rate on State Assessment



- Requirement for all student group and for subgroups is 95%
- When computing percent proficient on academic achievement indicator, include in the denominator the greater of –
 - 95% of students, or
 - The number of students who participated in the assessment
- This seems to allow 5% of students not to test with no consequence. When more than 5% of students do not test, the non-participants over and above the 5% allowable are counted as “not proficient” when computing the percent proficient for a school
- State needs to clearly articulate business rules around this requirement

Partial Attendance (Full Academic Year)



- For students who have not attended the same school for at least $\frac{1}{2}$ year
 - The student's performance may not be included on the indicators for the school (Wyoming's current definition of Full Academic Year ensures this)
 - The student's performance is counted for the state and LEA report cards
- For high school students who are non-completers when calculating graduation rates, who have not attended the school for at least $\frac{1}{2}$ of the school year, the LEA shall assign the student to the high school
 - At which they were enrolled for the greatest number of school days while enrolled in grades 9 through 12, or
 - In which they were most recently enrolled

Work Underway in Wyoming



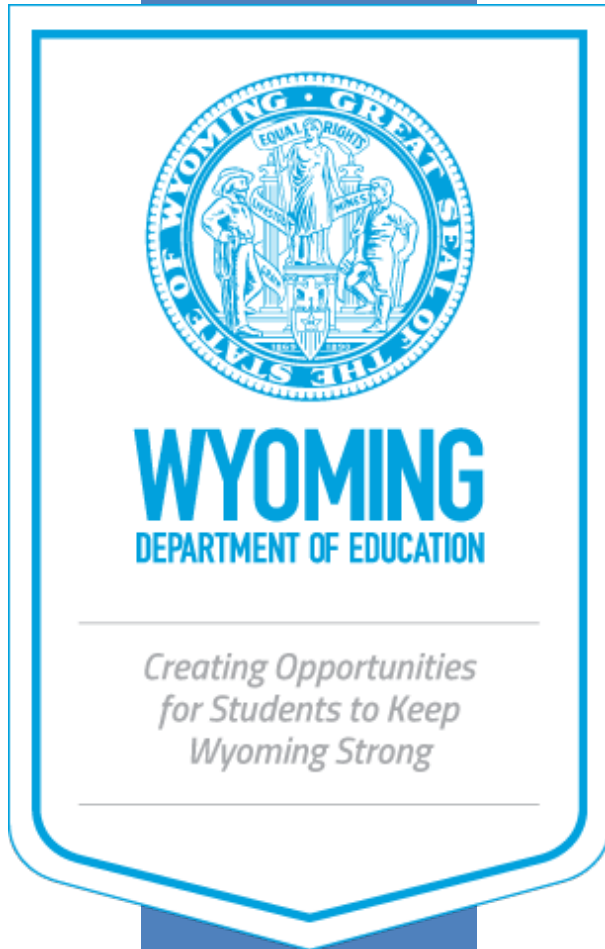
- The new state assessment is scheduled for implementation during the 2017-18 school year
- Setting long-term goals will need to happen in the summer following the 2017-18 school year
- Beginning with the 2016 School Performance Reports, however, the Department will include
 - Subgroup scores for each school and the state overall
 - The percent of English learners at each school and the state overall who are making progress attaining English proficiency



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QUESTIONS?



Proposed 2016 Wyoming Science Content & Performance Standards

State Board of Education
Meeting in Hulett, WY
March 17, 2016

Laurie Hernandez, M.Ed.
Standards Team Supervisor

Barb Marquer
Science Consultant

Overview



- Science Standards Documents
 - How to Read the Document
- What has Taken Place?
 - Community Input Meetings
 - SSRC Meetings
 - Map of Committee Members
- What is Next?

Proposed 2016 WY Science Content & Performance Standards



<https://drive.google.com/drive/folders/0BxbGtXThMppZY0Y1VE82bVJncjA>

- Proposed 2016 WY Science Standards (blue)
 - Each page represents a performance expectation (benchmark) showing what students are expected to be able to do
 - This document is bookmarked to make it easier to go to a specific grade level or science discipline
- Vertical View – same content as above
 - Shows the performance expectations across the grade-bands (e.g., K-5 and secondary)
- WyCPS Science Standards Compared to NGSS
 - Shows where the committee made edits to the standards and may have added WY examples

How to Read This Document

Earth's Place in the Universe [4-ESS1-1]

Grade Level



Performance Expectations (PE) are the benchmarks; the skills and content students should master.

Clarification Statements provide further explanation or examples to support educators.

The State Assessment Boundary is to be considered when developing classroom and district assessments and gives limitations to the state assessment.

Symbol denotes WY examples are given or can be considered in instruction

Performance Expectations (Benchmark)	Three Dimensions of Learning	
<p>4-ESS1-1. Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.</p> <p><i>Clarification Statement: Examples of evidence from patterns (may include, but not limited to, Wyoming specific examples) could include rock layers with marine shell fossils above rock layers with plant fossils and no shells, indicating a change from land to water over time; and, a canyon with different rock layers in the walls and a river in the bottom indicating that over time a river cut through the rock.</i></p> <p><i>State Assessment Boundary: Assessment does not include specific knowledge of the mechanism of rock formation or memorization of specific rock formations and layers. Assessment is limited to relative time.</i></p>	Crosscutting Concepts	Patterns can be used as evidence to support an explanation.
	Disciplinary Core Ideas	<p>The History of Planet Earth:</p> <ul style="list-style-type: none"> Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed.
	Science & Engineering Practices	<p>Constructing explanations and designing solutions in 3-5 builds on K-2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.</p> <ul style="list-style-type: none"> Identify the evidence that supports

Science Standard Code [4.ESS1-1] means Grade 4, Earth & Space Science, Disciplinary Core Idea 1, Standard 1

Crosscutting Concepts (CCC) represent themes that span across engineering and science disciplines.

Disciplinary Core Ideas (DCI) represent a set of ideas for K-12 science education.

Science & Engineering Practices (SEP) will help students develop problem solving skills and understand their world through investigation.

Wyoming Cross-Curricular Connections		
ELA / Literacy Connections	Social Studies Connections	Mathematics Connections
<p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>SS5.5.2 Explain how physical features, patterns, and systems impact different regions and how these features may help us generalize and compare areas within the state, nation, or world.</p>	<p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.4 Model with mathematics.</p> <p>4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.</p>

Wyoming Cross-Curricular Connections identify possible connections to other WY Content & Performance Standards. These are intended to be suggestions and may be relevant depending on curriculum and instruction.



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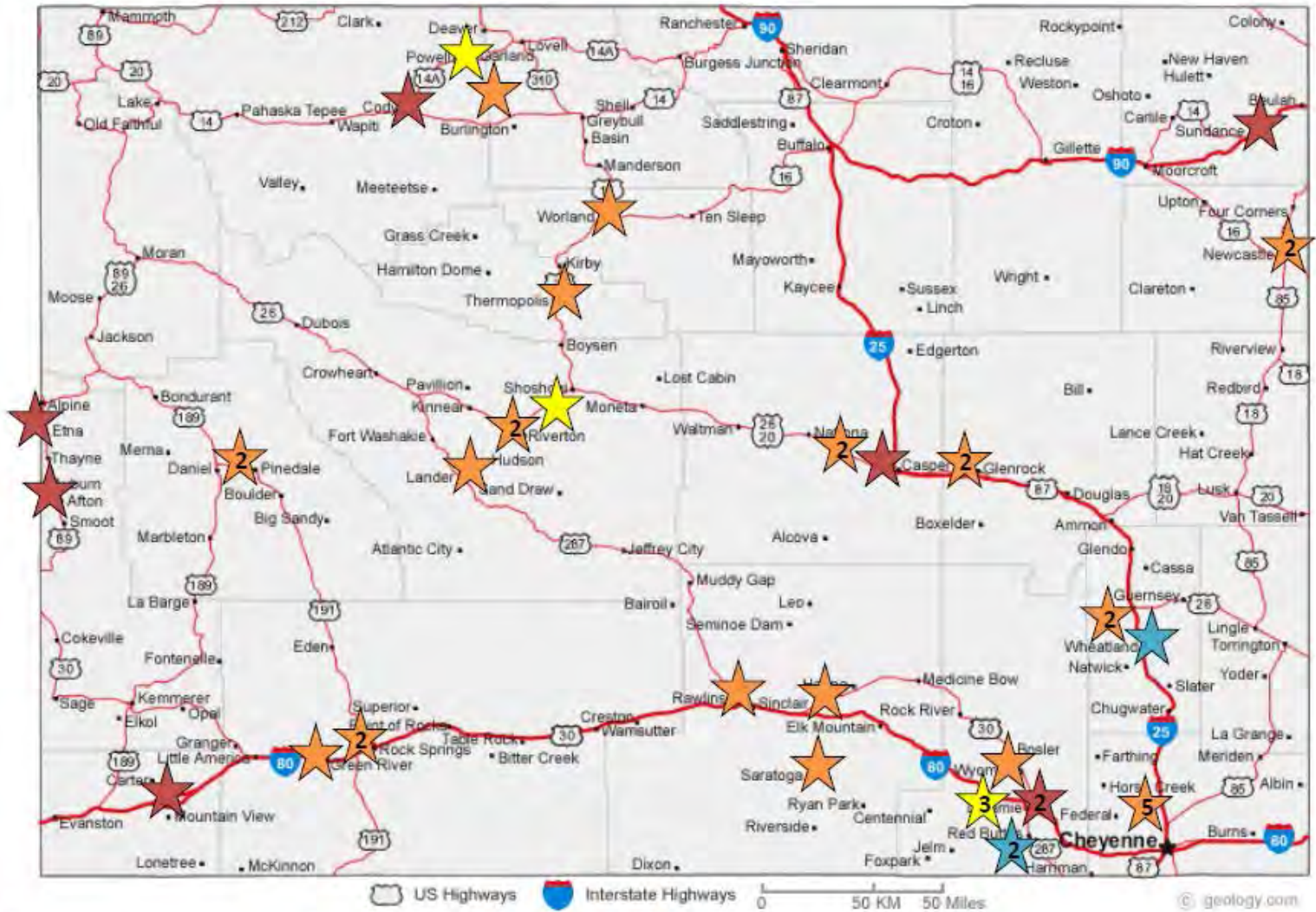
WHAT HAS TAKEN PLACE WITH SCIENCE STANDARDS REVIEW?

Community Input Meetings



Date & Time	Location & Address	Room	# in Attendance	# that gave Written Comment
May 26, 2015 6-7:30 pm	Powell High School	Commons Area	30	16
May 27, 2015 6-7:30 pm	Gillette College	Flex Space 136A-C	8	7
May 28, 2015 6-7:30 pm	NCSD #1 District Office – Casper	Jefferson East Room	15	12
June 8, 2015 6-7:30 pm	LCSD #1 District Office – Cheyenne	Storey Gym Board Room	44	31
June 9, 2015 6-7:30 pm	Evanston High School	Seminar Room	15	10
		Sub-Total	112	76
Closed 6/12/15	Collected Online on WDE Website			135
			TOTAL	211

Map of 2015 Science Standards Review Committee



8 Parent

5 Professor

28 Educator

3 Community Member/
Business Owner

Standards Review & Revision



Meeting Type	Date	Length of Meeting	Location	# in Attendance
Webinar with homework	May 20, 2015	2.5 hrs.	Video Conference – WebEx	41
Face-to-Face	June 15-16, 2015	2 days (15 hours)	Casper – Casper College	38
Face-to-Face	August 11-12, 2015	2 days (15 hours)	Riverton – Holiday Inn	29 (8/11) 24 (8/12)
Homework	Oct. – Nov. 2015	At own pace	At own location	37
Face-to-Face	November 13-15, 2015	2.5 days (23.5 hours)	Casper – NCSD#1 Central Services Facility	32 (11/13) 35 (11/14) 34 (11/15)
Webinars (7 sub-groups)	December 9, 2015 – January 9, 2016	2 hrs. each (14 hours)	Video Conference – WebEx	Varied
Face-to-Face	February 5-6, 2016	2 days	Cheyenne – Hathaway Bldg.	18 (2/5) 18 (2/6) 20 overall

Committee Process



- Working in grade-band groups & in full committee, members of the SSRC did the following:
 - Review and evaluate the current WY Content & Performance Standards
 - Review and evaluate other standards (national and 11 other states)
 - Decide direction (keep current, revise current, create new, adopt other state / national standards, or revise other state / national standards)

Conceptual Shifts in the Science Standards



1. Reflect the interconnected nature of science as it is practiced and experienced in the real world
2. The science concepts build coherently from K-12.
3. Focus on deeper understanding of content as well as application of content
4. Science and Engineering are integrated throughout
5. The cross-curricular connections to the WyCPS of other content areas are identified and aligned.
 - ELA Fine & Performing Arts
 - Math Career & Vocational Education
 - Social Studies Health

Review & Considerations



ISTE Standard		C/VE Code
1	Creativity & Innovation	CV11.3.4
2	Communication & Collaboration	Standard 2
3	Research & Information Fluency	Standard 4
4	Critical Thinking, Problem Solving, and Decision Making	Standard 3
5	Digital Citizenship	Standard 5, Benchmark 3
6	Technology Operations and Concepts	Standard 5

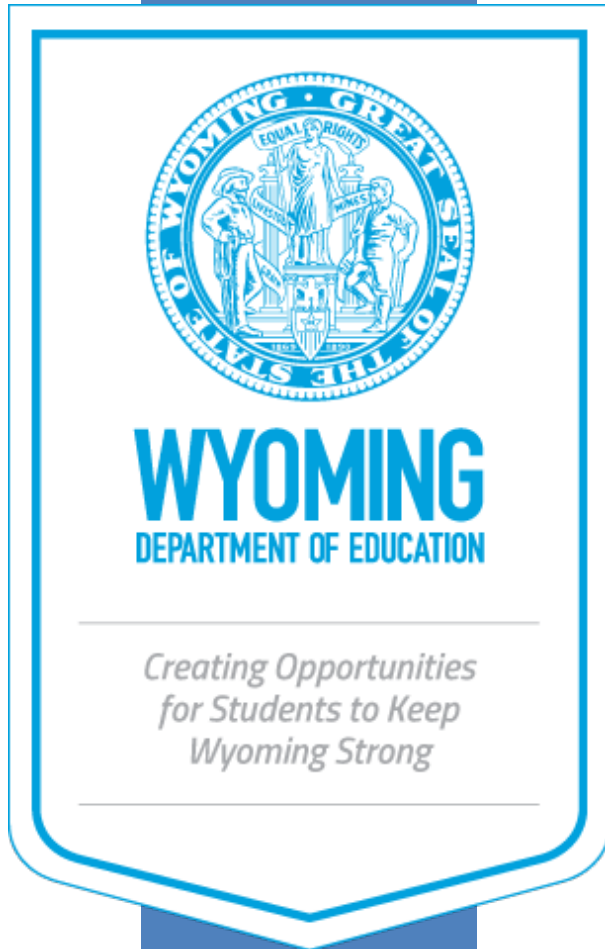
ISTE = International Society for Technology in Education

SSRC Response - Video



- <https://www.youtube.com/watch?v=5hXolvWbazY&feature=youtu.be>





THREE DIMENSIONS OF LEARNING

**1) CROSSCUTTING
CONCEPTS**

**2) DISCIPLINARY CORE
IDEAS**

**3) SCIENCE AND
ENGINEERING PRACTICES**

Crosscutting Concepts



1. Patterns
2. Cause and effect
3. Scale, proportion, and quantity
4. Systems and system models
5. Energy and matter
6. Structure and function
7. Stability and change

Disciplinary Core Ideas



Life Science	Physical Science
<p>LS1: From Molecules to Organisms: Structures and Processes</p> <p>LS2: Ecosystems: Interactions, Energy, and Dynamics</p> <p>LS3: Heredity: Inheritance and Variation of Traits</p> <p>LS4: Biological Evolution: Unity and Diversity</p>	<p>PS1: Matter and Its Interactions</p> <p>PS2: Motion and Stability: Forces and Interactions</p> <p>PS3: Energy</p> <p>PS4: Waves and Their Applications in Technologies for Information Transfer</p>
Earth & Space Science	Engineering & Technology
<p>ESS1: Earth's Place in the Universe</p> <p>ESS2: Earth's Systems</p> <p>ESS3: Earth and Human Activity</p>	<p>ETS1: Engineering Design</p> <p>ETS2: Links Among Engineering, Technology, Science, and Society</p>

Disciplinary Core Ideas

Life Science	Earth & Space Science	Physical Science	Engineering & Technology
<p>LS1: From Molecules to Organisms: Structures and Processes</p> <p>LS1.A: Structure and Function</p> <p>LS1.B: Growth and Development of Organisms</p> <p>LS1.C: Organization for Matter and Energy Flow in Organisms</p> <p>LS1.D: Information Processing</p> <p>LS2: Ecosystems: Interactions, Energy, and Dynamics</p> <p>LS2.A: Interdependent Relationships in Ecosystems</p> <p>LS2.B: Cycles of Matter and Energy Transfer in Ecosystems</p> <p>LS2.C: Ecosystem Dynamics, Functioning, and Resilience</p> <p>LS2.D: Social Interactions and Group Behavior</p> <p>LS3: Heredity: Inheritance and Variation of Traits</p> <p>LS3.A: Inheritance of Traits</p> <p>LS3.B: Variation of Traits</p> <p>LS4: Biological Evolution: Unity and Diversity</p> <p>LS4.A: Evidence of Common Ancestry and Diversity</p> <p>LS4.B: Natural Selection</p> <p>LS4.C: Adaptation</p> <p>LS4.D: Biodiversity and Humans</p>	<p>ESS1: Earth's Place in the Universe</p> <p>ESS1.A: The Universe and Its Stars</p> <p>ESS1.B: Earth and the Solar System</p> <p>ESS1.C: The History of Planet Earth</p> <p>ESS2: Earth's Systems</p> <p>ESS2.A: Earth Materials and Systems</p> <p>ESS2.B: Plate Tectonics and Large-Scale System Interactions</p> <p>ESS2.C: The Roles of Water in Earth's Surface Processes</p> <p>ESS2.D: Weather and Climate</p> <p>ESS2.E: Biogeology</p> <p>ESS3: Earth and Human Activity</p> <p>ESS3.A: Natural Resources</p> <p>ESS3.B: Natural Hazards</p> <p>ESS3.C: Human Impacts on Earth Systems</p> <p>ESS3.D: Global Climate Change</p>	<p>PS1: Matter and Its Interactions</p> <p>PS1.A: Structure and Properties of Matter</p> <p>PS1.B: Chemical Reactions</p> <p>PS1.C: Nuclear Processes</p> <p>PS2: Motion and Stability: Forces and Interactions</p> <p>PS2.A: Forces and Motion</p> <p>PS2.B: Types of Interactions</p> <p>PS2.C: Stability and Instability in Physical Systems</p> <p>PS3: Energy</p> <p>PS3.A: Definitions of Energy</p> <p>PS3.B: Conservation of Energy and Energy Transfer</p> <p>PS3.C: Relationship Between Energy and Forces</p> <p>PS3.D: Energy in Chemical Processes and Everyday Life</p> <p>PS4: Waves and Their Applications in Technologies for Information Transfer</p> <p>PS4.A: Wave Properties</p> <p>PS4.B: Electromagnetic Radiation</p> <p>PS4.C: Information Technologies and Instrumentation</p>	<p>ETS1: Engineering Design</p> <p>ETS1.A: Defining and Delimiting an Engineering Problem</p> <p>ETS1.B: Developing Possible Solutions</p> <p>ETS1.C: Optimizing the Design Solution</p> <p>ETS2: Links Among Engineering, Technology, Science, and Society</p> <p>ETS2.A: Interdependence of Science, Engineering, and Technology</p> <p>ETS2.B: Influence of Engineering, Technology, and Science on Society and the Natural World</p>

Scientific and Engineering Practices



1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

A Model of the Three Dimensions of Science Learning

Adapted from: Houseal, A. (2015). A visual representation of three-dimensional learning: A tool for evaluating curriculum. *Science Scope* 39 (1): 58-62.

Disciplinary Core Ideas CONTENT

- Life Sciences
- Physical Sciences
- Earth Systems Sciences
- Engineering, Technology, and Applications of Science

Disciplinary Core Ideas (DCIs)

DCIs without CCCs and SEPs
Is a collection of scientific content without an understanding of how science is done or connected to or framed within unifying themes

Cross Cutting Concepts (CCCs)

CCCs without SEPs and DCIs
The CCCs alone are unifying themes that lack disciplinary content or an understanding of how science is conducted

Wyoming Science Content and Performance Standards (2016)

Engagement in practices within science content, but without connection to unifying themes

Scientific practices connected to CCCs but not to discipline-based content

Scientific and Engineering Practices PROCESS

- Asking questions/Defining problems
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematical and computational thinking
- Constructing explanations/Designing solutions
- Engaging in arguments from evidence
- Obtaining, evaluating and communicating information

Scientific and Engineering Practices (SEPs)

SEPs without CCCs and DCIs
Is the scientific process without connections to specific content or connections to unifying themes

Cross Cutting Concepts BIG IDEAS

- Patterns
- Cause & effect
- Scale, proportion, and quantity
- Systems & systems models
- Energy & matter
- Structure & function
- Stability & change

THIS IS WHERE WE WANT TO BE!

Example WCPS Performance Expectations (PEs): Students who demonstrate understanding can:

2-PS1-1.

Plan and conduct an investigation to describe and classify **different kinds of materials** by their observable properties.

5-PS1-1.

Develop a model to describe **that matter is made of particles too small to be seen.**

MS-PS1-1.

Develop models to describe **the atomic composition of simple molecules and extended structures.**

HS-PS1-1

Use the periodic table as a model to **predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.**

References:

National Research Council [NRC]. (2012). *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas.* Washington, DC: The National Academies Press.
NRC. (2013). *Next Generation Science Standards: For States, By States.* Washington, DC: The National Academies Press.



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WHAT IS NEXT IN THE PROCESS?

Collect Public Input



- During the Board’s review of these proposed science standards, we would like to collect public input and conduct public hearings to gather feedback to bring to the Board at a future meeting.
- Options from public input could determine:
 - Proceed with recommending adoption

Options Following Public Input



- Proceed with recommending adoption
 - Opens promulgation process which includes a 2nd public comment period
- Reconvene the SSRC to address concerns
- Direct the WDE to make minor edits that are not content-related



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Questions

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Update on Wyoming K-1 ELA Extended Standards for Students with Significant Cognitive Disabilities

**State Board of Education
Meeting in Hulett, WY
March 17, 2016**

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PRESENTATION OVERVIEW



- Meetings and findings of the study group
- Examples of recommended changes to the K-1 ELA Extended Standards
- Potential next steps
- Update to the SBE approved Standards Review Timeline (addition of Extended Standards)

STUDY GROUP



- Following a letter of concern from some of the ELA K-1 committee members, the WDE reached out to form a study group to address these concerns.
- Meetings from November 2015-March 2016
 - 3 in-person meetings and 10 virtual meetings

STUDY GROUP STATEMENT



In November 2015, we formed a small study group to address some incomplete areas and version-control issues for the K-1 ELA Extended Standards. The phrase “with prompting and support” was present in many of the extended standards when it was agreed that it should be removed to ensure proper alignment with the Wyoming ELA Content and Performance Standards. When correcting this issue, other corrections were necessary to keep alignment and scaffolding throughout the Instructional Achievement Level Descriptors. Our study group also made changes to address version-control issues because there were some gaps in our draft work and the final product...

STUDY GROUP STATEMENT (cont.)



...These changes were mainly focused on ensuring the Essential Element truly reflected the most crucial part of the corresponding Wyoming Content and Performance Standard. We are confident that the recommended changes of the study group address the problems that we identified in the existing K-1 ELA Extended Standards. The changes make these standards clearer, accessible, and help to ensure that students with significant cognitive disabilities receive a crucial foundation to prepare them for success in higher grades and their post-secondary transition.

RECOMMENDED CHANGES: EXAMPLE A



Rationale:

1. The phrase “with prompting and support” was removed or added to ensure that it is only part of the Essential Element (EE) if the phrase is a part of the corresponding 2012 ELA Wyoming Content and Performance Standard (WyCPS).
2. When appropriate, the Essential Element (EE) was revised so that it accurately reflects the most crucial part of the corresponding WyCPS.

RECOMMENDED CHANGES: EXAMPLE A



- **WyCPS: RI.1.2.** Identify the main topic and retell key details of a text.
- **Existing Extended Standard: EERI.1.2.** **With prompting and support, *retell details*** of a familiar text.
- **Recommended Extended Standard: EERI.1.2.** Identify the main topic of a familiar text.

RECOMMENDED CHANGES:

EXAMPLE B



Rationale:

- To address version-control issues, the “not applicable” phrase was replaced with an Essential Element (EE) and Instructional Achievement Level Descriptors or “not applicable” was added to replace EEs that are not relevant for students with significant cognitive disabilities.

RECOMMENDED CHANGES: EXAMPLE B



- **WyCPS: RL.K.10.** Actively engage in group reading activities with purpose and understanding.
- **Existing Extended Standard: EERL.K.10.** **Not applicable**
- **Recommended Extended Standard: EERL.K.10.** **Actively engage in reading group activities.**

RECOMMENDED CHANGES: EXAMPLE C



Rationale:

1. The phrase “with prompting and support” was removed or added to ensure that it is only part of the Essential Element (EE) if the phrase is a part of the corresponding 2012 ELA Wyoming Content and Performance Standard (WyCPS).
2. When appropriate, the Essential Element (EE) was revised so that it accurately reflects the most crucial part of the corresponding WyCPS.

RECOMMENDED CHANGES: EXAMPLE C



- **WyCPS: W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **Existing Extended Standard: EEW.1.2.** **With prompting and support**, select a topic and use drawing, dictating, or writing to share *how the story ended*.
- **Recommended Extended Standard: EEW.1.2.** Given a topic, write an informative/explanatory text that provides a few facts about the topic.

RECOMMENDED LANGUAGE CHANGE



- **EXISTING**: The Extended Standards Educator committee determined there are no **real-world** applications for this standard that are appropriate for **this population** and/or they have been covered in previous standards.
- **RECOMMENDED**: The Extended Standards Educator Committee determined there are no **relevant** applications for this standard that are appropriate for **students with significant cognitive disabilities**.

APPROX. NUMBER OF CHANGES



Explanation of Change	Approx. Number
“With prompting and support” was removed or added to match the language of the corresponding WyCPS.	55
When appropriate, the Essential Element was revised so that it accurately reflects the most crucial part of the corresponding Wyoming Content and Performance Standard (WyCPS).	55
When appropriate, the Instructional Achievement Level Descriptors were modified to ensure obvious scaffolding between levels and/or an accurate reflection of the corresponding WyCPS.	150

APPROX. NUMBER OF CHANGES



Explanation of Change	Approx. Number
The “not applicable” statement was rephrased to use more appropriate language. “The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities.”	25
To solve version-control issues, “not applicable” was replaced with an appropriate Essential Element or an Essential Element was replaced with “not applicable.”	15

POTENTIAL NEXT STEPS



Option 1

- SBE Motion to open Public Comment Period and Promulgate Ch. 10 Rules (K-12 ELA Extended Standards)
- Share comments with the SBE at the May meeting for consideration

Option 2 - Recommended

- SBE Motion to gather public input on K-1 ELA Extended Standards (recommended changes)
- Share public input with the SBE at the May meeting
- Open Public Comment Period and Promulgate Ch. 10 Rules (K-12 ELA Extended Standards)
- Share comments with the SBE at the August/Sept. meeting for consideration



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Timeline for Future Standards Review

SBE Approved Review Timeline

<http://edu.wyoming.gov/downloads/standards/2015/Standards-timeline-2015-26.pdf>



9-Yr Plan for Wyoming Content & Performance Standards (WYCPS) Review Approved by the State Board of Education (SBE) on July 27, 2015

WYCPS Content Area	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
SCIENCE	Review Cycle										Review Cycle	
MATH			Review Cycle									
FINE & PERFORMING ARTS					Review Cycle							
HEALTH					Review Cycle							
PHYSICAL EDUCATION					Review Cycle							
LANGUAGE ARTS							Review Cycle					
FOREIGN LANGUAGE							Review Cycle					
SOCIAL STUDIES									Review Cycle			
CAREER & VOCATIONAL ED.									Review Cycle			

Proposed Review Timeline



9-Yr Plan for Wyoming Content & Performance Standards (WYCPs) Review

Approved by the State Board of Education (SBE) on July 27, 2015 (*update shared with SBE March 17, 2016)

WYCPs Content Area	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
SCIENCE	Review Cycle										Review Cycle	
Science Extended Standards			Review Cycle									
MATH			Review Cycle									
Math Extended Standards					Review Cycle							
FINE & PERFORMING ARTS					Review Cycle							
HEALTH					Review Cycle							
PHYSICAL EDUCATION					Review Cycle							
LANGUAGE ARTS (ELA)							Review Cycle					
FOREIGN LANGUAGE							Review Cycle					
ELA Extended Standards									Review Cycle			
SOCIAL STUDIES									Review Cycle			
CAREER & VOCATIONAL ED.									Review Cycle			

2/22/2016 * Update adds review cycle for Extended Standards in the content areas of Science, Mathematics, and Language Arts



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Questions

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Example of Major Changes – A

Rationale:

1. When appropriate, the Essential Element (EE) was revised so that it accurately reflects the most crucial part of the corresponding Wyoming Content and Performance Standard (WyCPS).
2. The phrase “with prompting and support” was removed or added to ensure that it is only part of the Essential Element (EE) if the phrase is a part of the corresponding Wyoming Content and Performance Standard (WyCPS).

- **WyCPS: RI.1.2.** Identify the main topic and retell key details of a text.
- **Existing Extended Standard: EERI.1.2.** With prompting and support, retell details of a familiar text.
- **Recommended Extended Standard: EERI.1.2.** Identify the main topic of a familiar text.

Level IV Students will:

EERI.1.2. Identify the main topic and retell one key detail of a text. ~~Retell information from a text.~~

~~Ex. Locate the current day’s lunch option on a school menu.~~

~~Ex. Point to the correct daily schedule icon.~~

Ex. After reading a text (e.g., *Let’s Find Out About Ice Cream*), identify the main topic (e.g., how ice cream is made) and retell one key detail (e.g., The milk in ice cream comes from cows).

Level III Students will:

EERI.1.2. Identify the main topic of a familiar text. ~~With prompting and support, retell details of a familiar text.~~

~~Ex. Repeat an item from the school menu after hearing the day’s lunch options.~~

Ex. After a shared reading of a familiar text (e.g., *Fire! Fire!*), identify the main topic (e.g., how to stay safe if there is a fire).

Level II Students will:

EERI.1.2. ~~With prompting, support, and given choices, recall (retell?) a detail from informational (a familiar? All standards in this section are for informational) text.~~ Given a variety of choices, identify the main topic of a familiar text.

~~Ex. With guidance and support, Point to any icon on the daily schedule.~~

Ex. Given a picture or word bank (e.g., pictures of different plants and animals), choose the main topic (e.g., pumpkin plant) of a familiar text (e.g., *From Seed to Pumpkin*) that has been read aloud.

Level I Students will:

EERI.1.2. Attend to the main topic of a familiar text. ~~With prompting and support, respond to a reading of informational text.~~

~~Ex. Vocalize, make facial expressions, quietly attend to, or demonstrate gesture when listening to/reading informational text~~

Ex. Given a familiar text about animals in the zoo, look at or touch the pictures of the animals.

Ex. After listening to a familiar text (e.g., *My Five Senses*), touch or look at the body parts (e.g., nose, eyes) on a doll.

Examples of Major Changes – B

Rationale:

To address version-control issues, the “not applicable” phrase was replaced with an Essential Element (EE) and Instructional Achievement Level Descriptors or “not applicable” was added to replace EEs that are not relevant for students with significant cognitive disabilities.

- **WyCPS: RL.K.10.** Actively engage in group reading activities with purpose and understanding.
- **Existing Extended Standard: EERL.K.10.** Not applicable
- **Recommended Extended Standard: EERL.K.10.** Actively engage in reading group activities.

~~***The Extended Standards Educator committee determined there are no real-world applications for this standard that are appropriate for this population and/or they have been covered in previous standards.---~~

Level IV Students will:

EERL.K.10. Actively engage in reading group activities with purpose and understanding.

Ex. Actively engage in a shared reading group activity around a storybook or poem with purpose and understanding (e.g., Student asks and answers questions.).

Level III Students will:

EERL.K.10. Actively engage in reading group activities.

Ex. Actively engage (e.g., recite a repeated line when prompted) in a shared reading group activity around a storybook or poem.

Level II Students will:

EERL.K.10. Engage in a small group reading activity.

Ex. Look or listen for prompts in a familiar story and respond (e.g., In *City Mouse-Country Mouse* by John Wallner, clap each time country mouse appears.).

Level I Students will:

EERL.K.10. Attend to a small group reading activity.

Ex. Student participates in shared reading of a familiar story at their ability level (e.g., eye gaze, gesture, vocalization, or use of an augmentative communication device).

Examples of Major Changes – C

Rationale:

1. When appropriate, the Essential Element (EE) was revised so that it accurately reflects the most crucial part of the corresponding Wyoming Content and Performance Standard (WyCPS).
2. The phrase “with prompting and support” was removed or added to ensure that it is only part of the Essential Element (EE) if the phrase is a part of the corresponding Wyoming Content and Performance Standard (WyCPS).

- **WyCPS: W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **Existing Extended Standard: EEW.1.2.** With prompting and support, select a topic and use drawing, dictating, or writing to share how the story ended.
- **Recommended Extended Standard: EEW.1.2.** Given a topic, write an informative/explanatory text that provides a few facts about the topic.

Level IV Students will:

~~EEW.1.2. Select a topic, and use drawing, dictating, or writing to share information some facts about the topic.~~ Select a topic and write an informative/explanatory text that provides some facts about the topic and a basic closing statement.

~~Ex. Use a multiple message voice output device to communicate a topic of choice of writing (e.g., friends), and then use the device to select words that provide information about the topic.~~

~~Ex. Tell the teacher~~ Select a topic for writing (e.g., trains, weather, animals), and dictate information about it including a closing statement.

Ex. Select a topic for writing, and use a combination of drawing, dictating, and writing to provide some facts and a basic closing statement.

Level III Students will:

~~EEW.1.2. With prompting and support, select a topic, and use drawing, dictating, or writing to share information some facts about the topic.~~ Given a topic, write an informative/explanatory text that provides a few facts about the topic.

~~Ex. Select a topic from a variety of choices, and use drawing, dictating, writing, assistive technology, or other means of expression to convey a feeling, thought, idea, or need relative to the topic.~~

Ex. Given a topic (e.g., my birthday, holidays, toys, movies), use drawing and writing to communicate some facts (e.g., something they want, something they saw, a toy, cake, etc).

Ex. After choosing to write about themselves, use drawing, dictating, writing, or assistive technology to state some facts about themselves (e.g., their age, where they were born, what they like, etc.).

Level II Students will:

~~EEW.1.2. With prompting and support, use drawing, dictating, or writing to share information some facts about a given topic.~~ Given a choice of topics and facts, select a topic and a matching fact for writing.

~~Ex. After discussing favorite things with a small group, use drawing and writing to communicate facts about their favorite things.~~

Ex. In a structured shared writing about a given topic (e.g., animals) where the teacher uses a repeated sentence frame to guide students (e.g., The _____ <animal> is _____ <color>), select appropriate responses from the choices to give information (e.g. The panther is black. The dog is brown.).

Ex. In a structured shared writing about classmates where the teacher uses a repeated sentence frame to guide students (e.g. _____ <name of classmate> is _____ <descriptor>), choose a classmate, and select from a choice of descriptor symbols to give information and complete the chart (e.g., Dallas is tall. Erin is happy.).

Level I Students will:

~~EEW.1.2. With prompting and support,~~ Select a topic **using** from pictures or objects for writing.

Ex. After the teacher presents two of the student’s favorite toys, select one when asked, “What should we write about today?”

Ex. Given a selection of topics and ~~with~~ using partner-assisted scanning, choose a topic of interest.

Ex. Work with a group of peers on a writing topic (e.g., The peers narrow down the choices, present two to the student, and ask, “What should we write about today?”).

2014 WYOMING ENGLISH LANGUAGE ARTS EXTENDED STANDARDS AND ACHIEVEMENT DESCRIPTORS FOR KINDERGARTEN

2012 WyCPS ELA Standards	2014 Wyoming Content Extended Standards EE = Essential Element	Instructional Achievement Level Descriptors
Reading (Literature)		
Key Ideas and Details.		
<p>RL.K.1. With prompting and support, ask and answer questions about key details in a text.</p>	<p>EERL.K.1. With prompting and support, identify details in a familiar story.</p>	<p>Level IV Students will: EERL.K.1. With prompting and support, identify key details in a familiar story. <i>Ex.</i> With prompting and support, signal to indicate when a detail is read aloud in a familiar story during shared reading. <i>Ex.</i> After a shared reading of a familiar book (e.g., <i>The Napping House</i>), identify a key detail (e.g., "Who broke the bed?").</p> <p>Level III Students will: EERL.K.1. With prompting and support, identify details in a familiar story. <i>Ex.</i> With prompting and support (e.g., The teacher reminds the student to think about what the story told us about the character's home.), identify a detail from a familiar story given a variety of choices. <i>Ex.</i> With prompting and support, turn to the part of a book where a detail is written about or depicted in the illustrations.</p> <p>Level II Students will: EERL.K.1. With prompting and support, identify a favorite detail in a familiar story. <i>Ex.</i> With prompting and support, identify a picture in a familiar story that is related to a personal experience (e.g., The story includes a dog, and the student has a dog.).</p> <p>Level I Students will: EERL.K.1. With prompting and support, attend to pictures or objects related to a familiar story. <i>Ex.</i> Look at the pictures in a book that is being read. <i>Ex.</i> Touch related objects or tactual illustrations in a book while it is being read.</p>
<p>RL.K.2. With prompting and support, retell familiar stories, including key details.</p>	<p>EERL.K.2. With prompting and support, retell the main events in a familiar story.</p>	<p>Level IV Students will: EERL.K.2. With prompting and support, retell the main events in a familiar story with some key details. <i>Ex.</i> With prompting and support (e.g., Remind the student to remember the terrible thing that happened in the story.), identify a problem (e.g., The boat sank.), and give some key details (e.g., There were too many people. There was a storm.).</p> <p>Level III Students will: EERL.K.2. With prompting and support, retell the main events in a familiar story. <i>Ex.</i> With prompting and support, indicate major events in a familiar story given a variety of choices. <i>Ex.</i> With prompting and support, point to major events as they appear in a familiar story while it is being read. <i>Ex.</i> Use a voice output communication device to say, "That sounds important," when major events are read aloud during shared reading.</p> <p>Level II Students will: EERL.K.2. With prompting and support, retell one event in a familiar story.</p>

		<p>Ex. With prompting and support, select from a variety of objects or pictures to identify an event in a familiar story.</p> <p>Level I Students will: EERL.K.2. With prompting and support, attend to the retelling of a familiar story. <i>Ex.</i> Student accesses the retelling of a familiar story at their ability level (e.g., eye gaze, gesture, vocalization, or use of an augmentative communication device).</p>
<p>RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</p>	<p>EERL.K.3. With prompting and support, identify characters and settings in a familiar story.</p>	<p>Level IV Students will: EERL.K.3. With prompting and support, identify characters, settings, and major events in a familiar story. <i>Ex.</i> Identify or point to characters as they appear in a familiar story when asked (e.g., “Show me ____.” or “Who was the character that ____?”). <i>Ex.</i> Draw pictures of the characters, settings, and major events in a familiar story without using the book.</p> <p>Level III Students will: EERL.K.3. With prompting and support, identify characters and settings in a familiar story. <i>Ex.</i> Using a familiar story (e.g., <i>Pancakes for Breakfast</i>), signal to identify characters (e.g., Point to an illustration of the old lady when asked.) <i>Ex.</i> Point to an illustration of a setting (e.g., the old lady’s kitchen in <i>Pancakes for Breakfast</i> when asked, “Where is she?”).</p> <p>Level II Students will: EERL.K.3. With prompting and support, identify an illustration that shows a character in a familiar story. <i>Ex.</i> Given a picture card of a character from a story, find the matching picture in the story.</p> <p>Level I Students will: EERL.K.3. With prompting and support, recognize people or places that appear in a familiar story. <i>Ex.</i> Identify themselves using speech or a gesture when the teacher reads a book made by the class that features the student. <i>Ex.</i> Identify family members in a familiar, teacher-created text about the student’s family. <i>Ex.</i> Hold up a stick puppet that matches a character in the story when the reader mentions that character’s name.</p>
<p>Craft and Structure.</p> <p>RL.K.4. Ask and answer questions about unknown words in a text.</p>	<p>EERL.K.4. Identify unknown words in a text.</p>	<p>Level IV Students will: EERL.K.4. Ask or answer questions about unknown words in a text. <i>Ex.</i> Use a voice output communication device to ask, “What does that mean?” when a teacher reads an unknown word in text. <i>Ex.</i> Ask, “What’s that word?” when an unknown word is read during shared reading.</p> <p>Level III Students will: EERL.K.4. Identify unknown words in a text. <i>Ex.</i> Use a voice output communication device to ask, “What does that mean?” in response to an extended pause after a teacher reads an unknown word. <i>Ex.</i> Signal when an unknown word is heard during shared reading (e.g., Before listening to a text, the teacher will give direction to signal [using speech, vocalization, pictures, gesture, or switch] when an unknown word is read.).</p> <p>Level II Students will: EERL.K.4. Identify familiar words in a text. <i>Ex.</i> Signal (using preferred communication) when a familiar word is heard.</p> <p>Level I Students will: EERL.K.4. Recognize personally-relevant words in a text.</p>

		<p>Ex. Hand the teacher a picture symbol reflecting a familiar word from a familiar text when prompted (e.g., “Give me ____?”).</p> <p>Ex. Use a single message voice output device to say a familiar word used during a shared reading of a familiar book when given a visual prompt (e.g., The teacher points to the device.).</p>
<p>RL.K.5. Recognize common types of texts (e.g., storybooks, poems).</p>	<p>EERL.K.5. Recognize and identify familiar texts (e.g., storybooks, classroom stories).</p>	<p>Level IV Students will: EERL.K.5. Recognize common types of texts (e.g., storybooks, poems). Ex. Get a storybook from the bookshelf when the teacher asks.</p> <p>Level III Students will: EERL.K.5. Recognize and identify familiar texts (e.g., storybooks, classroom stories). Ex. Distinguish a familiar book from an unfamiliar book when given two choices. Ex. Get a familiar book from the bookshelf when the teacher asks (e.g., Before a shared reading, the teacher asks the student, “Can you get ‘Brown Bear, Brown Bear’ for me?”).</p> <p>Level II Students will: EERL.K.5. Choose a familiar text. Ex. Recognize a favored, familiar text from a variety of choices (e.g., The teacher says, “Show me your book about swimming.”).</p> <p>Level I Students will: EERL.K.5. Choose a favorite book for shared reading. Ex. Select a favorite text from a choice of two presented by the teacher.</p>
<p>RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>EERL.K.6. With prompting and support, identify the author and illustrator of a story.</p>	<p>Level IV Students will: EERL.K.6. With prompting and support, identify the author or illustrator of a story and explain how they help tell the story. Ex. After a shared reading, point to the name of the illustrator and author of the book. Then, point to an illustration (e.g., a picture of a dog running away), and explain what the picture shows (e.g. The dog is gone.).</p> <p>Level III Students will: EERL.K.6. With prompting and support, identify the author and illustrator of a story. Ex. Point to the name of the person who wrote the story. Ex. Point to the name of the person who created the pictures for the story.</p> <p>Level II Students will: EERL.K.6. With prompting and support, identify an illustration or a word in a story. Ex. Point to words or illustrations when asked (e.g., When shown a book that has an illustration on one side and words on the other, the student will point to the words or illustration when asked.).</p> <p>Level I Students will: EERL.K.6. With prompting and support, attend to relevant illustrations and words in a story. Ex. Student touches a ball (the object) when they see an illustration of a ball in a book.</p>
<p>Integration of Knowledge and Ideas.</p> <p>RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>	<p>EERL.K.7. With prompting and support, match an illustration with the part of the story it depicts.</p>	<p>Level IV Students will: EERL.K.7. With prompting and support, connect multiple illustrations with the parts of a story they depict. Ex. Connect an illustration (e.g., pictures of water and a sandcastle) with the event that it describes (e.g., It rained and washed away the sand castle.). Ex. As a class, write sentences to match pictures in a graphic novel.</p>

		<p>Level III Students will: EERL.K.7. With prompting and support, match an illustration with the part of the story it depicts. <i>Ex.</i> Match pictures of characters with characters' names. <i>Ex.</i> Match a picture of the setting with the description of the setting provided in the story.</p> <p>Level II Students will: EERL.K.7. With prompting and support, identify an illustration in a familiar story. <i>Ex.</i> When given choices, recognize an illustration (e.g., a cabin in the snow or letters by a palm tree) from a familiar story (e.g., <i>Chicka Chicka Boom Boom</i>).</p> <p>Level I Students will: EERL.K.7. With prompting and support, interact with illustrations in a familiar story. <i>Ex.</i> Interact with puppets that relate to a story being read during shared reading. <i>Ex.</i> Explore tactual information on the page of an adapted storybook that is read aloud.</p>
RL.K.8. (Not applicable to literature)	EERL.K.8. (Not applicable to literature)	EERL.K.8. (Not applicable to literature)
RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	EERL.K.9. With prompting and support, compare and answer a question about similar characters in a familiar story.	<p>Level IV Students will: EERL.K.9. With prompting and support, compare, contrast, and answer questions about characters in familiar stories. <i>Ex.</i> Identify the character in a story and answer questions about the adventures they experienced in a story. <i>Ex.</i> List one or more experiences of a character in a story and compare them with another character.</p> <p>Level III Students will: EERL.K.9. With prompting and support, compare and answer a question about similar characters in a familiar story. <i>Ex.</i> Identify one experience of a character in a story (e.g., In <i>Who Sank the Boat</i>, tell which character got in the boat, fell out of the boat, got mad, etc.) and compare the experience with another character.</p> <p>Level II Students will: EERL.K.9. With prompting and support, match characters with a familiar story. <i>Ex.</i> Select illustrations from a familiar story that show the characters (e.g., Select an illustration of the pig in the bath in <i>Mrs. Wishy Washy's Farm</i>). <i>Ex.</i> Turn to a page in the book that matches a given character.</p> <p>Level I Students will: EERL.K.9. With prompting and support, point to one character in a familiar story. <i>Ex.</i> Touch a picture or object when a character (e.g., the granny) appears in a familiar book (e.g., <i>The Napping House</i>).</p>
Range of Reading and Level of Text Complexity. RL.K.10. Actively engage in group reading activities with purpose and understanding.	EERL.K.10. Actively engage in reading group activities.	<p>Level IV Students will: EERI.K.10. Actively engage in reading group activities with purpose and understanding. <i>Ex.</i> Actively engage in a shared reading group activity around a storybook or poem with purpose and understanding (e.g., Student asks and answers questions.).</p> <p>Level III Students will: EERI.K.10. Actively engage in reading group activities.</p>

		<p>Ex. Actively engage (e.g., recite a repeated line when prompted) in a shared reading group activity around a storybook or poem.</p> <p>Level II Students will: EERI.K.10. Engage in a small group reading activity. <i>Ex.</i> Look or listen for prompts in a familiar story and respond (e.g., While reading <i>City Mouse-Country Mouse</i> by John Wallner, clap each time country mouse appears.).</p> <p>Level I Students will: EERI.K.10. Attend to a small group reading activity. <i>Ex.</i> Student participates in shared reading of a familiar story at their ability level (e.g., eye gaze, gesture, vocalization, or use of an augmentative communication device).</p>
Reading (Informational Text)		
<p>Key Ideas and Details.</p> <p>RI.K.1. With prompting and support, ask and answer questions about key details in a text.</p>	<p>EERI.K.1. With prompting and support, ask or answer questions about details in a familiar text.</p>	<p>Level IV Students will: EERI.K.1. With prompting and support, ask and answer questions about key details in a text. <i>Ex.</i> Identify a step in instructions read by the teacher (e.g., During a shared re-reading of the steps for planting a bean plant, the teacher asks the student to tell one item they need for the process.) and ask a question to get more information (e.g., What kind of beans?).</p> <p>Level III Students will: EERI.K.1. With prompting and support, ask or answer questions about details in a familiar text. <i>Ex.</i> Identify a step in instructions read by the teacher (e.g., During a shared re-reading of the steps for planting a bean plant, the teacher asks the student to tell one item they need for the process.) <i>Ex.</i> Find the place in a familiar text where a particular detail is presented.</p> <p>Level II Students will: EERI.K.1. With prompting and support, identify a detail in a familiar text. <i>Ex.</i> Identify a detail from a familiar classroom routine written to help the student learn what to expect and how to behave.</p> <p>Level I Students will: EERI.K.1. With prompting and support, point to pictures or objects related to a familiar text. <i>Ex.</i> Attend to the materials (e.g., milk cartons, dirt, seeds, and spoons) required to plant the seeds as described in the steps read to the group. <i>Ex.</i> Explore the illustrations in a text about a favorite topic (e.g., animals, trains, etc.).</p>
<p>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p>	<p>EERI.K.2. With prompting and support, identify the topic of a familiar text or answer questions about details.</p>	<p>Level IV Students will: EERI.K.2. With prompting and support, identify the main topic of a text and answer questions about key details. <i>Ex.</i> Read an informational text (e.g., a text about parrots), identify the main topic (e.g., Parrots live in the rainforest.), and answer questions about key details (e.g., What do parrots eat? [fruits and nuts] Where do they sleep? [in trees]).</p> <p>Level III Students will: EERI.K.2. With prompting and support, identify the topic of a familiar text or answer questions about details. <i>Ex.</i> Read an informational text (e.g., a text about parrots) and identify the main topic (e.g., Parrots live in the rainforest.). <i>Ex.</i> Answer a question about details (e.g., What do parrots eat? [fruits and nuts]).</p> <p>Level II Students will: EERI.K.2. With prompting and support, identify a picture or object related to the topic of a familiar text.</p>

		<p><i>Ex.</i> During a shared reading of a text about a favored activity, identify an object related to the activity (e.g., “What do you wear when you go swimming?”).</p> <p><i>Ex.</i> During a shared reading of a familiar text, identify an object or picture that relates to the topic of the text (e.g., Select an apple from a variety of objects when reading a book about apple trees).</p> <p>Level I Students will: EERI.K.2. With prompting and support, attend to pictures or objects related to a familiar text. <i>Ex.</i> Interact with objects or pictures from a familiar text (e.g., Touch a banana when reading a book about fruit.).</p>
<p>RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>EERI.K.3. With prompting and support, identify a connection between individuals, events, or ideas in a familiar text.</p>	<p>Level IV Students will: EERI.K.3. With prompting and support, identify connections between individuals, events, or ideas in a text. <i>Ex.</i> In a text about the rainforest, make connections between a parrot and a monkey (e.g., They both live in trees and eat fruits and nuts.).</p> <p>Level III Students will: EERI.K.3. With prompting and support, identify a connection between individuals, events, or ideas in a familiar text. <i>Ex.</i> In a text about sports, make a connection between two athletes (e.g., They both play basketball. They are both tall. They are both girls.).</p> <p>Level II Students will: EERI.K.3. With prompting and support, match familiar individuals or events in a text to make a connection. <i>Ex.</i> Match the picture of the student on the bus with the bus schedule. <i>Ex.</i> Match a picture of lunchtime with the lunch menu.</p> <p>Level I Students will: EERI.K.3. With prompting and support, attend to individuals or events in a familiar text. <i>Ex.</i> Imitate the actions of the teacher to act out a familiar text (e.g., The teacher stretches her arms wide while reading about the butterfly stretching out its wings, and the student imitates the action when the teacher says, “Stretch your arms like the butterfly.”).</p>
<p>Craft and Structure.</p> <p>RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.</p>	<p>EERI.K.4. With prompting and support, answer questions about unknown words in a text.</p>	<p>Level IV Students will: EERI.K.4. With prompting and support, ask and answer questions about unknown words in a text. <i>Ex.</i> While listening to a new book, ask the reader, “What does that mean?” when an unknown word is read. <i>Ex.</i> During shared reading, use a voice output device to ask, “What?” when an unknown word is read.</p> <p>Level III Students will: EERI.K.4. With prompting and support, answer questions about unknown words in a text. <i>Ex.</i> Ask about an unknown word (e.g., During shared reading, the teacher pauses dramatically after reading a word that is unfamiliar to the student, and the student uses a voice output device to ask, “What does that mean?”).</p> <p>Level II Students will: EERI.K.4. With prompting and support, identify unknown words in a text. <i>Ex.</i> Signal when an unknown word is read in a text.</p> <p>Level I Students will: EERI.K.4. With prompting and support, identify an unknown word in a text from two given choices. <i>Ex.</i> Given two choices (e.g., picture-word cards of a cat and of a parrot), choose the parrot as the unknown word.</p>
<p>RI.K.5. Identify the front cover, back cover, and title page of a book.</p>	<p>EERI.K.5 Identify the front cover, back cover, and title page of a</p>	<p>Level IV Students will: EERI.K.5. Identify the front cover, back cover, and title page of a book.</p>

	familiar book.	<p>Level III Students will: EERI.K.5. Identify the front cover, back cover, and title page of a familiar book.</p> <p>Level II Students will: EERI.K.5. Identify the front or back of a familiar book.</p> <p>Level I Students will: EERI.K.5. Match the picture of a book's front cover with a familiar book.</p>
<p>RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>EERI.K.6. Identify the author and illustrator of a text.</p>	<p>Level IV Students will: EERI.K.6. Identify the author or illustrator of a text and explain how the author or illustrator presents information. <i>Ex.</i> Match pictures with the name of the illustrator and text with the author. Then, explain how the illustrator helps to give information (e.g., The picture of the nest shows where a bird sleeps in a tree.).</p> <p>Level III Students will: EERI.K.6. Identify the author and illustrator of a text. <i>Ex.</i> Point to the name of the person who wrote the text. <i>Ex.</i> Point to the name of the person who created illustrations for the text.</p> <p>Level II Students will: EERI.K.6. Identify an illustration or a word in a text. <i>Ex.</i> Identify an illustration in an informational text while listening to someone read the text.</p> <p>Level I Students will: EERI.K.6. Attend to relevant illustrations and words. <i>Ex.</i> Attend to objects (e.g., an apple or leaf) that relate to a text during shared reading.</p>
<p>Integration of Knowledge and Ideas.</p> <p>RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	<p>EERI.K.7. With prompting and support, match illustrations with parts of a familiar text.</p>	<p>Level IV Students will: EERI.K.7. With prompting and support, identify a relationship between an illustration and text. <i>Ex.</i> Given a text with simple sentences read by a teacher, identify the illustration to match a sentence (e.g., The teacher reads, "The butterfly is blue." The student will identify an image of a blue butterfly.).</p> <p>Level III Students will: EERI.K.7. With prompting and support, match illustrations with parts of a familiar text. <i>Ex.</i> Match an illustration of a rabbit to the description of the rabbit in a familiar, informational text.</p> <p>Level II Students will: EERI.K.7. With prompting and support, point to an illustration described by the teacher. <i>Ex.</i> During a shared reading of an informational text, point to the illustrations as the teacher describes them. <i>Ex.</i> Point to the illustration that matches a cycle (e.g., a stage of pumpkin growth) from the book, (e.g., <i>From Seed to Pumpkin</i>).</p> <p>Level I Students will: EERI.K.7. With prompting and support, attend to pictures or objects related to illustrations in the text. <i>Ex.</i> During a shared reading, interact with objects that represent the information in the text (e.g., Touch a feather when reading a book about birds.).</p>

		<p>Ex. During a shared reading, explore the tactual information on the page of an adapted book.</p> <p>Ex. During a shared reading, visually explore the illustrations in a text.</p>
<p>RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p>EERI.K.8. With prompting and support, identify points the author makes in a familiar text.</p>	<p>Level IV Students will: EERI.K.8. With prompting and support, identify key points the author makes in a text. Ex. During a shared reading of a text about the weather (e.g., <i>What's the Weather Today?</i>), identify key points the author makes about weather from a variety of choices (e.g., Storms are dangerous.).</p> <p>Level III Students will: EERI.K.8. With prompting and support, identify points the author makes in a familiar text. Ex. During a shared reading of a familiar, informational text about frogs, identify points the author makes about frogs (e.g., Not all frogs are green. Some frogs eat insects.).</p> <p>Level II Students will: EERI.K.8. With prompting, support, and given choices, identify points in text. Ex. During a shared reading of a familiar, informational text about frogs, identify points the author makes about frogs from a variety of choices (e.g., Not all frogs are green.).</p> <p>Level I Students will: EERI.K.8. With prompting and support, attend to points in a text. Ex. During a shared reading of a familiar, informational text, attend to objects that represent the information in the text (e.g., Touch a stuffed frog when reading a text about frogs.).</p>
<p>RI.K.9. With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>EERI.K.9. With prompting and support, identify one similarity or one difference between two texts on the same topic.</p>	<p>Level IV Students will: EERI.K.9. With prompting and support, identify one similarity and difference between two texts on the same topic. Ex. Given similar texts, identify the parts that are the same (e.g., Both texts are about dogs.) and the parts that are different (e.g., One text is about little dogs, and one is about big dogs.).</p> <p>Level III Students will: EERI.K.9. With prompting and support, identify one similarity or one difference between two texts on the same topic. Ex. Match food items on one week's lunch menu with similar items on another week's menu.</p> <p>Level II Students will: EERI.K.9. With prompting and support, match pictures or objects on the same topic. Ex. Match two illustrations from an informational text that show the same object. Ex. Match pictures of food items with choices on the lunch menu. Ex. Use vocalization, gaze, or movement to indicate an understanding that two pictures match.</p> <p>Level I Students will: EERI.K.9. With prompting and support, attend to pictures or objects on the same topic. Ex. With prompting, support, and a familiar picture of themselves, identify a second picture of themselves.</p>
<p>Range of Reading and Level of Text Complexity.</p> <p>RI.K.10. Actively engage in group reading activities with purpose and understanding.</p>	<p>EERI.K.10. Actively engage in reading group activities.</p>	<p>Level IV Students will: EERI.K.10. Actively engage in reading group activities with purpose and understanding. Ex. Actively engage in a shared reading group activity around informational texts (e.g. books, articles, or classroom charts) with purpose and understanding (e.g., ask and answer questions).</p>

		<p>Level III Students will: EERI.K.10. Actively engage in reading group activities. <i>Ex.</i> Actively engage (e.g., recite the topic when prompted) in a shared reading group activity around an informational text.</p> <p>Level II Students will: EERI.K.10. Engage in a small group reading activity. <i>Ex.</i> Look or listen for prompts in an informational text and respond (e.g., In a text about a leopard, clap each time the leopard is in a tree.).</p> <p>Level I Students will: EERI.K.10. Attend to a small group reading activity. <i>Ex.</i> Student participates in a shared reading of a familiar informational text at their ability level (e.g., eye gaze, gesture, vocalization, or use of an augmentative communication device).</p>
Reading (Foundational Skills)		
Print Concepts.		
<p>RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.1.a. Follow words from left to right, top to bottom, and page by page.</p>	<p>EERF.K.1. Understand concepts of print, words, and letters.</p> <p>EERF.K.1.a. Follow words from left to right and top to bottom.</p>	<p>Level IV Students will: EERF.K.1.a. Follow words from left to right, top to bottom, and page by page.</p> <p>Level III Students will: EERF.K.1.a. Follow words from left to right and top to bottom.</p> <p>Level II Students will: EERF.K.1.a. Follow words from left to right.</p> <p>Level I Students will: EERF.K.1.a. Attend to pages that are read and turned in a book.</p>
<p>RF.K.1.b. Recognize that spoken words are represented in written language by specific sequence of letters.</p>	<p>EERF.K.1.b. Not Applicable***</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities.</p>
<p>RF.K.1.c. Understand that words are separated by spaces in print.</p>	<p>EERF.K.1.c. Not Applicable***</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities.</p>
<p>RF.K.1.d. Recognize and name all uppercase and lowercase letters of alphabet.</p>	<p>EERF.K.1.d. Recognize uppercase and lowercase letters of the alphabet.</p>	<p>Level IV Students will: EERF.K.1.d. Name uppercase and lowercase letters of the alphabet.</p> <p>Level III Students will: EERF.K.1.d. Recognize uppercase and lowercase letters of the alphabet.</p> <p>Level II Students will: EERF.K.1.d. Match uppercase or lowercase letters of the alphabet.</p> <p>Level I Students will: EERF.K.1.d. Attend to matching familiar letters of the alphabet.</p>

<p>Phonological Awareness</p> <p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.2.a. Recognize and produce rhyming words.</p>	<p>EERF.K.2. Demonstrate understanding of spoken words and sounds.</p> <p>EERF.K.2.a. Recognize rhyming words.</p>	<p>Level IV Students will: EERF.K.2.a. Recognize and produce basic rhyming words. <i>Ex.</i> After listening to a familiar story or poem with rhyming (e.g., <i>The Cat in the Hat</i>), recognize and produce rhyming words (e.g., Say “hat” when asked to say another word that ends like or sounds like “cat.”).</p> <p>Level III Students will: EERF.K.2.a. Recognize rhyming words. <i>Ex.</i> Select a word from a choice of two that completes the rhyming pattern in a familiar, predictable book. <i>Ex.</i> Play a memory game by matching rhyming picture cards.</p> <p>Level II Students will: EERF.K.2.a. Repeat rhyming words. <i>Ex.</i> Repeat a rhyming word that completes a line in a familiar, predictable book (e.g., “I do not like green eggs and ham. I do not like them, Sam I ____.”).</p> <p>Level I Students will: EERF.K.2.a. Attend to rhyming text. <i>Ex.</i> Listen to rhymes in a familiar, predictable book.</p>
<p>RF.K.2.b. Count, pronounce, blend, and segment syllables in spoken words.</p>	<p>EERF.K.2.b. Segment and blend syllables in a familiar, spoken word.</p>	<p>Level IV Students will: EERF.K.2.b. Segment and blend syllables in spoken words. <i>Ex.</i> Teacher says a word (e.g., <i>ba-nan-a</i>), and the student claps and says each syllable (e.g., <i>ba-</i> (clap) <i>nan-</i> (clap) <i>a</i> (clap)) Then, the student blends the sounds to form the complete word (e.g., banana).</p> <p>Level III Students will: EERF.K.2.b. Segment and blend syllables in a familiar, spoken word. <i>Ex.</i> Teacher says a familiar multi-syllable word (e.g., <i>pur-ple</i>, <i>snow-ball</i>), the student claps and says each syllable and then blends the sounds to form the complete word.</p> <p>Level II Students will: EERF.K.2.b. Clap along with teacher to syllables in a familiar, spoken word. <i>Ex.</i> Clap once for each syllable in a familiar word (e.g., <i>class-room</i>, <i>chalk-board</i>, <i>win-dow</i>) spoken by an adult who claps once for each syllable and then pauses to wait for the student to clap before moving on.</p> <p>Level I Students will: EERF.K.2.b. Attend to clapping of syllables. <i>Ex.</i> While the class sings the morning welcome song and claps for each syllable, the student attends to the clapping.</p>
<p>RF.K.2.c. Blend and segment onsets and rimes of single-syllable spoken words.</p>	<p>EERF.K.2.c. Recognize basic rimes* for single-syllable words.</p>	<p>Level IV Students will: EERF.K.2.c. Segment and blend onsets and basic rimes for single-syllable words. <i>Ex.</i> Student segments and blends basic rimes (e.g., <i>r-ing</i>, <i>s-ing</i>, <i>th-ing</i> and <i>m-ill</i>, <i>st-ill</i>, <i>thr-ill</i>).</p> <p>Level III Students will: EERF.K.2.c. Recognize basic rimes for single-syllable words. <i>Ex.</i> Given a list of words with a single rime, student will recognize the rime (e.g., <i>-ail</i> in <i>p-ail</i>, <i>r-ail</i>, <i>t-ail</i>).</p> <p>Level II Students will: EERF.K.2.c. Match basic rimes for single-syllable words.</p>

	* rime - the unit from the first vowel to the end of a syllable	<p>Ex. When given a rime, the student will match it to the correct rime from choices (e.g., displayed on a whiteboard).</p> <p>Level I Students will: EERF.K.2.c. Attend to words with similar rimes. <i>Ex. Listen to words spoken with the same rime (e.g., -ick in st-ick, th-ick, t-ick, s-ick).</i></p>
RF.K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	EERF.K.2.d. Not Applicable***	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities.
RF.K.2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	EERF.K.2.e. Not Applicable***	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities.
<p>Phonics and Word Recognition.</p> <p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.K.3.a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</p>	<p>EERF.K.3. Use letter name and letter-sound knowledge.</p> <p>EERF.K.3.a. Recognize basic letter-sound correspondences.</p>	<p>Level IV Students will: EERF.K.3.a. Recognize and produce basic letter-sound correspondences. <i>Ex. Say /p/ when asked what sound is at the beginning of purple.</i></p> <p>Level III Students will: EERF.K.3.a. Recognize basic letter-sound correspondences. <i>Ex. As a teacher says a familiar word, hold up a matching letter card (e.g., Student holds up a “c” card when the teacher says “cold.”).</i></p> <p>Level II Students will: EERF.K.3.a. Recognize one basic letter-sound correspondence. <i>Ex. Recognize the first sound of their name (e.g., When lining up, the teacher says, “Line up if your name begins with /letter/ sound.” Students recognize the first sound of their name.)</i></p> <p>Level I Students will: EERF.K.3.a. Attend to basic letter-sound correspondences. <i>Ex. Attend to their own name when the teacher calls attendance and says, “Jeff starts with /j/.”</i></p>
RF.K.3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	EERF.K.3.b. Not Applicable***	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities.
RF.K.3.c. Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	EERF.K.3.c. Read familiar words or symbols.	<p>Level IV Students will: EERF.K.3.c. Read common words and symbols. <i>Ex. Read a list of sight words from a reading program and signs around the building (e.g., exit signs, boys/girls restroom sign).</i></p> <p>Level III Students will: EERF.K.3.c. Read familiar words or symbols. <i>Ex. When symbols are used regularly to support a visual schedule, identify one or more of the symbols.</i> <i>Ex. Read words from the word wall.</i></p>

		<p>Level II Students will: EERF.K.3.c. Match common words or symbols. <i>Ex.</i> With modeling from the teacher or peers, place a symbol reflecting home next to the name of a peer who is out sick. <i>Ex.</i> When shown an exit sign at one end of the hallway, find the exit sign at the other end.</p> <p>Level I Students will: EERF.K.3.c. Attend to common words or symbols. <i>Ex.</i> When the teacher stops to point out a sign on the wall for the girls' restroom, the student follows the teacher's point and looks at the symbol.</p>
RF.K.3.d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	EERF.K.3.d. Not Applicable***	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities.
Fluency. RF.K.4. Read emergent-reader texts with purpose and understanding.	EERF.K.4. Read familiar, emergent-reader texts with purpose.	<p>Level IV Students will: EERF.K.4. Read emergent-reader texts with purpose and understanding. <i>Ex.</i> During independent reading time, engage independently in sustained, silent study of books by reading through one book after another in their basket.</p> <p>Level III Students will: EERF.K.4. Read familiar, emergent-reader texts with purpose. <i>Ex.</i> Select a book, open it, and silently study or read one or more pages. <i>Ex.</i> While browsing books in the media center, select a book and explore or read it independently.</p> <p>Level II Students will: EERF.K.4. Read familiar, emergent-reader texts with a reading partner. <i>Ex.</i> Working with a reading partner, look at the pages in the book, pointing at and interacting with pictures in the book.</p> <p>Level I Students will: EERF.K.4. Attend to familiar, emergent-reader texts. <i>Ex.</i> Explore pages in an electronic book (e.g., With encouragement and direction from a peer, the student uses a switch to step through pages in an electronic storybook.)</p>
Writing		
Text Types and Purposes. W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. (e.g., My favorite book is . . .)	EEW.K.1. Use a combination of drawing, dictating, or writing to compose an opinion about a familiar topic or book.	<p>Level IV Students will: EEW.K.1. Use a combination of drawing, dictating, and writing to compose an opinion about a topic or book. <i>Ex.</i> During independent writing, select a book or topic and express an opinion through drawing, dictating, writing, or assistive technology.</p> <p>Level III Students will: EEW.K.1. Use a combination of drawing, dictating, or writing to compose an opinion about a familiar topic or book. <i>Ex.</i> During shared writing activities, select a book or topic from a collection offered by the teacher and express an opinion through drawing, dictating, writing, or assistive technology.</p>

		<p>Level II Students will: EEW.K.1. Select an opinion from two choices related to a familiar topic. <i>Ex.</i> During shared writing activities, express an opinion about a topic when given two choices (e.g., smiley face/frowning face, like/don't like) through drawing, dictating, writing, or assistive technology.</p> <p>Level I Students will: EEW.K.1. Attend to opinions related to a familiar topic. <i>Ex.</i> Student attends to opinions related to a familiar topic (e.g., I like ice cream.) at their ability level (e.g., eye gaze, gesture, or vocalization).</p>
<p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>EEW.K.2. Use a combination of drawing, dictating, or writing to compose an informative/explanatory piece where they share some information about a given topic.</p>	<p>Level IV Students will: EEW.K.2. Use a combination of drawing, dictating, and writing to compose an informative/explanatory piece where they share some information about a self-directed topic. <i>Ex.</i> During independent writing, select a topic (e.g., animals, plants) and share facts about the topic through a combination of drawing, dictating, writing, or assistive technology.</p> <p>Level III Students will: EEW.K.2. Use a combination of drawing, dictating, or writing to compose an informative/explanatory piece where they share some information about a given topic. <i>Ex.</i> During shared writing, given a topic (e.g., animals, plants), share facts about the topic through a combination of drawing, dictating, writing, or assistive technology.</p> <p>Level II Students will: EEW.K.2. Given two choices, draw or dictate about a topic to share information. <i>Ex.</i> Select a topic (e.g., my birthday) and draw a related picture (e.g., something they want to receive for their birthday). <i>Ex.</i> After choosing to write about themselves, use drawing, dictating, writing, or assistive technology to state a fact about themselves.</p> <p>Level I Students will: EEW.K.2. Attend to facts (e.g., pictures, words, or objects) about a given topic. <i>Ex.</i> Student attends to facts about a familiar topic at their ability level (e.g., eye gaze, gesture, vocalization, or use of an augmentative communication device).</p>
<p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>EEW.K.3. Use a combination of drawing, dictating, or writing to communicate a sequence of events that tell a story related to a familiar experience.</p>	<p>Level IV Students will: EEW.K.3. Use a combination of drawing, dictating, or writing to communicate a sequence of events that tell a story. <i>Ex.</i> Draw a picture or write about a self-directed topic (e.g., two friends, characters in a favorite story, getting a new pet) that shows a sequence of events that tell a story.</p> <p>Level III Students will: EEW.K.3. Use a combination of drawing, dictating, or writing to communicate a sequence of events that tell a story related to a familiar experience. <i>Ex.</i> Draw a picture or write about a class field trip that shows a sequence of events. <i>Ex.</i> Given three choices of events to write about, select one and then participate in shared writing about it.</p> <p>Level II Students will: EEW.K.3. Arrange pictures or text to communicate a sequence of events that tell a story. <i>Ex.</i> Given a variety of photos depicting events, arrange the photos to tell a story.</p> <p>Level I Students will: EEW.K.3. Attend to peers arranging pictures or text to communicate a sequence of events that tell a story.</p>

<p>W.K.4. (Begins in grade 3)</p>	<p>EEW.K.4. (Begins in grade 3)</p>	<p>EEW.K.4. (Begins in grade 3)</p>
<p>W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>EEW.K.5. Not Applicable***</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities.</p>
<p>Production and Distribution of Writing.</p> <p>W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>EEW.K.6. With prompting and support, explore a variety of digital tools to produce writing.</p>	<p>Level IV Students will: EEW.K.6. With prompting and support, explore a variety of digital tools to produce and share writing with peers. <i>Ex.</i> Explore word prediction software to compose text and print the resulting product. <i>Ex.</i> Draw pictures and type letters and words about a picture on an interactive whiteboard and print the final product. <i>Ex.</i> Working with peers who model how to use drawing or painting software, use a variety of digital drawing and painting tools to produce writing, print, and incorporate the final product into a class book.</p> <p>Level III Students will: EEW.K.6. With prompting and support, explore a variety of digital tools and produce writing. <i>Ex.</i> Working with an adult who models the use of a touch screen, touch the screen to select letters or words, and publish the final product.</p> <p>Level II Students will: EEW.K.6. With prompting and support, explore a variety of digital tools. <i>Ex.</i> Working with an adult who models the use of the touch screen, student interacts with the screen. <i>Ex.</i> Explore word banks and an alphabet in multimedia writing software.</p> <p>Level I Students will: EEW.K.6. With prompting and support, attend to a variety of digital tools. <i>Ex.</i> Activate a switch to scan through the letters of the alphabet. <i>Ex.</i> Interact with a touch screen so the product can be uploaded to a class website.</p>
<p>Research to Build and Present Knowledge.</p> <p>W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<p>EEW.K.7. Participate in shared research and a writing project about a familiar topic.</p>	<p>Level IV Students will: EEW.K.7. Participate in shared research and writing projects. <i>Ex.</i> Select a research topic, invite a peer to join in the research, gather books on the selected topic and write some facts. <i>Ex.</i> Select the topic of the research project, and choose words or facts to include in the final product.</p> <p>Level III Students will: EEW.K.7. Participate in shared research and a writing project about a familiar topic. <i>Ex.</i> Select a familiar topic for a research project, and choose words or ideas that relate to the topic from picture and word banks. <i>Ex.</i> Read and listen with a peer to an adapted book, and type letters, words, or sentences about what they learn.</p> <p>Level II Students will: EEW.K.7. Participate in selecting pictures and words to contribute to shared research project. <i>Ex.</i> Select from a bank of words and pictures on an interactive whiteboard to contribute to writing a shared research project. <i>Ex.</i> From a provided website with words and pictures about the research project, point to pictures and words to contribute to writing the shared research project. <i>Ex.</i> Select a book on a topic related to a shared research project and identify pictures that relate to the topic being researched.</p>

		<p>Level I Students will: EEW.K.7. Attend to pictures, words, and objects related to the shared research project. <i>Ex.</i> Given a multimedia presentation of words and pictures related to a shared research project, use a switch to advance through the pictures looking and/or listening to the words and pictures, and select one which a peer, aide, or teacher will write in the shared research project.</p>
<p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>EEW.K.8. With prompting and support, use information from personal experiences to answer a question.</p>	<p>Level IV Students will: EEW.K.8. With prompting and support, use information from personal experiences or gather information from a provided source to answer questions. <i>Ex.</i> During a shared writing activity, choose a leaf they collected, and describe it to complete a sentence, (e.g., The student selects a red leaf from an assortment of leaves and communicates, “I found red” as the teacher writes, “I found a red leaf.”). <i>Ex.</i> During a shared writing activity based on a video watched in class (e.g., <i>The Magic School Bus</i>), find a book that relates to a topic in the video to answer a question from a peer.</p> <p>Level III Students will: EEW.K.8. With prompting and support, use information from personal experiences to answer a question. <i>Ex.</i> During a shared writing activity based on questions from peers (e.g., “What did you do over the summer?”), identify an event they participated in over the summer, and share the information with others.</p> <p>Level II Students will: EEW.K.8. With prompting and support, select personal objects from a variety of choices to be included in shared writing. <i>Ex.</i> Select a color to fill in a blank sentence during a shared writing activity (e.g., Select a color from a variety of choices to fill in the blank in this sentence: “I have a ____ backpack.”). <i>Ex.</i> Select an object to include in a shared writing activity (e.g., During a shared writing activity that requires students to identify one thing they do at home to complete a sentence, “At home, I like to play _____,” select a toy from a variety of objects gathered by the teacher.).</p> <p>Level I Students will: EEW.K.8. With prompting and support during shared writing activities, attend to personal objects that are offered as choices. <i>Ex.</i> During a shared writing activity that requires children to identify a leaf they found and describe it to complete a sentence, interact with an assortment of leaves collected by the class to have their sentence and leaf (e.g., “I like this leaf.”) added to a multimedia product. <i>Ex.</i> During a shared writing activity that requires students to identify one thing they do at home to complete a sentence, attend to a peer selecting a toy.</p>
<p>W.K.9. (Begins in grade 4)</p>	<p>EEW.K.9. (Begins in grade 4)</p>	<p>EEW.K.9. (Begins in grade 4)</p>
<p>W.K.10. (Begins in grade 3)</p>	<p>EEW.K.10. (Begins in grade 3)</p>	<p>EEW.K.10. (Begins in grade 3)</p>
<p>Speaking and Listening</p>		
<p>Comprehension and Collaboration.</p>		
<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.a. Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion).</p>	<p>EESL.K.1. Participate in communication exchanges with diverse partners.</p> <p>EESL.K.1.a. Follow rules for discussions in familiar settings (e.g., therapy, special education classroom, home).</p>	<p>Level IV Students will: EESL.K.1.a. Follow rules for discussions in a variety of settings (e.g., small group, general education classroom, common areas, etc.). <i>Ex.</i> Listen when peers speak, and speak when recognized or addressed by peers in a variety of settings.</p> <p>Level III Students will: EESL.K.1.a. Follow rules for discussions in familiar settings (e.g., therapy, special education classroom, home). <i>Ex.</i> Communicate directly with a peer when addressed in a familiar setting. <i>Ex.</i> Stay on topic with other group members in a familiar setting. <i>Ex.</i> Take turns in a conversation with a peer or teacher in a familiar setting.</p>

		<p>Level II Students will: EESL.K.1.a. Follow rules for discussions in most familiar setting. <i>Ex.</i> Ask what a peer brought for lunch as instructed by the teacher. <i>Ex.</i> Respond to a peer’s question about a favorite animal as instructed by the teacher.</p> <p>Level I Students will: EESL.K.1.a. Attend or respond to discussions in most familiar setting. <i>Ex.</i> Repeat information stated by the teacher to a peer (e.g., Teacher says, “We went to lunch. Tell the class where we went.” Student responds, “Lunch.”).</p>
SL.K.1.b. Continue a conversation through multiple exchanges.	EESL.K.1.b. Communicate with a familiar person through multiple exchanges.	<p>Level IV Students will: EESL.K.1.b. Communicate through multiple exchanges. <i>Ex.</i> Participate in a multiple-turn exchange by using gestures, activating a switch, or using a communication device.</p> <p>Level III Students will: EESL.K.1.b. Communicate with a familiar person through multiple exchanges. <i>Ex.</i> Listen when the teacher speaks, and communicate multiple responses when addressed by the teacher. <i>Ex.</i> Answer a question from an adult and keep the conversation going with at least one other question (e.g., “I’m fine, how are you?”).</p> <p>Level II Students will: EESL.K.1.b. Communicate directly with a familiar person. <i>Ex.</i> Listen when the teacher speaks, and communicate a response when addressed by the teacher.</p> <p>Level I Students will: EESL.K.1.b. Use basic communication skills with a familiar person. <i>Ex.</i> Use gestures, vocalizations, or make eye contact with an adult to communicate a reaction or need. <i>Ex.</i> Call an adult’s name to gain his or her attention. <i>Ex.</i> Respond to greetings and farewells initiated by an adult.</p>
SL.K.2. Confirm understanding of a text read aloud, or information presented orally or through other media, by asking and answering questions about key details and requesting clarification if something is not understood.	EESL.K.2. Not Applicable***	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities.
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	EESL.K.3. Ask for help when needed.	<p>Level IV Students will: EESL.K.3. Ask for help when needed or for clarification. <i>Ex.</i> Indicate yes or no when asked basic questions (e.g., “Do you understand?” or “Do you have any questions?”), and ask an additional question by raising hand or hitting switch again for clarification. <i>Ex.</i> Using voice or a multiple message communication system, ask a question for clarification (e.g., “Why?” “What’s that?” “Who did that?” “Where is it?”).</p> <p>Level III Students will: EESL.K.3. Ask for help when needed. <i>Ex.</i> Indicate need for help through gestures, eye contact or gaze, vocalizations, hitting switch, etc. <i>Ex.</i> Indicate yes or no when asked basic questions (e.g., “Do you understand?” or “Do you have any questions?”).</p>

		<p>Level II Students will: EESL.K.3. When given choices, request help. <i>Ex.</i> Indicate yes or no when asked, "Do you need help?" <i>Ex.</i> When prompted, use appropriate gestures (e.g., eye contact or gaze, vocalizations, etc.) to ask for help. <i>Ex.</i> Use a carrier phrase (e.g., I want _____. I need _____.) to indicate a need.</p> <p>Level I Students will: EESL.K.3. Use basic communication skills to gain attention. <i>Ex.</i> Cry, gesture, or vocalize to indicate distress. <i>Ex.</i> Activate an audio "help" switch.</p>
<p>Presentation of Knowledge and Ideas.</p> <p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>EESL.K.4. Identify familiar people, places, things, and events.</p>	<p>Level IV Students will: EESL.K.4. Describe familiar people, places, things, and events. <i>Ex.</i> Describe familiar people from school by name (e.g., Mrs. Bell is the art teacher.). <i>Ex.</i> Describe familiar places in the school by name (e.g., The classroom is where we learn math.).</p> <p>Level III Students will: EESL.K.4. Identify familiar people, places, things, and events. <i>Ex.</i> Identify a specific person by pointing or naming when asked (e.g., "Who is your teacher?"). <i>Ex.</i> Identify the name of objects from choices (e.g., "Is this a pencil or a crayon?"). <i>Ex.</i> Name activity or point to correct icon on a visual schedule when asked, "What's next?"</p> <p>Level II Students will: EESL.K.4. Identify familiar people and things. <i>Ex.</i> Gesture to identify familiar people in their surroundings. <i>Ex.</i> Gesture to identify familiar objects when placed in front of the student (e.g., "Tom, where is your book?").</p> <p>Level I Students will: EESL.K.4. Attend to familiar people and things. <i>Ex.</i> Look at or face the person speaking to them. <i>Ex.</i> Locate (e.g., eye gaze, touch, or gesture) cubby or visual schedule.</p>
<p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>EESL.K.5. Add drawings or visual displays to provide an additional detail to an expressed thought.</p>	<p>Level IV Students will: EESL.K.5. Add drawings or visual displays to provide additional details to an expressed thought. <i>Ex.</i> Draw illustrations (e.g., a picture of their family and house) that clarifies an expressed thought (e.g., I love my family.).</p> <p>Level III Students will: EESL.K.5. Add drawings or visual displays to provide an additional detail to an expressed thought. <i>Ex.</i> Given a topic (e.g., a birthday), draw a picture or create a visual display (e.g., drawing application on a tablet) to provide additional detail. <i>Ex.</i> Create drawings or other visual or tactile displays that provide an additional detail.</p> <p>Level II Students will: EESL.K.5. Choose a visual or tactile support that provides an additional detail to an expressed thought. <i>Ex.</i> Given a topic (e.g., the kitchen) and four objects (e.g., fork, hairbrush, or shoe), select the appropriate object. <i>Ex.</i> Select a photo, drawing, or object that provides additional detail to a classroom event (e.g., field trip or party).</p> <p>Level I Students will: EESL.K.5. Attend to an object that provides an additional detail to an expressed thought.</p>

		<p><i>Ex.</i> Vocalize, gesture, or eye gaze to indicate attention to an object related to a specific topic. <i>Ex.</i> Reach for an object that provides additional detail when placed in front of them.</p>
<p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>EESL.K.6. Communicate thoughts, feelings, and ideas.</p>	<p>Level IV Students will: EESL.K.6. Communicate thoughts, feelings, and ideas clearly. <i>Ex.</i> After a shared reading, clearly communicate feelings about a character or topic in the text (e.g., “I don’t like the hungry giant because he is mean.” or “I like Jim because he rides a train.”).</p> <p>Level III Students will: EESL.K.6. Communicate thoughts, feelings, and ideas. <i>Ex.</i> Express emotions (e.g., through gestures, vocalizations, picture cards, etc.) after a shared reading activity.</p> <p>Level II Students will: EESL.K.6. Communicate feelings. <i>Ex.</i> Choose a visual depicting basic emotions (e.g., happy, sad, mad face).</p> <p>Level I Students will: EESL.K.6. Communicate likes and dislikes. <i>Ex.</i> Student communicates likes/dislikes about food choices.</p>
<p>Language</p>		
<p>Conventions of Standard English.</p>		
<p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1.a. Print many upper- and lowercase letters.</p>	<p>EEL.K.1. Demonstrate understanding of standard English grammar usage when communicating.</p> <p>EEL.K.1.a. Produce familiar uppercase or lowercase letters.</p>	<p>Level IV Students will: EEL.K.1.a. Produce some uppercase and lowercase letters. <i>Ex.</i> Print their first name and last name initial using uppercase and lowercase letters. <i>Ex.</i> Print some uppercase and lowercase letters from dictation.</p> <p>Level III Students will: EEL.K.1.a. Produce familiar uppercase or lowercase letters. <i>Ex.</i> Print their first name using uppercase or lowercase letters. <i>Ex.</i> Copy simple, familiar words using uppercase or lowercase letters.</p> <p>Level II Students will: EEL.K.1.a. Produce familiar letters. <i>Ex.</i> Use alternative communication devices (e.g., alternative pencil, keyboard, tablet, etc.) to produce familiar letters. <i>Ex.</i> Use a multi-sensory approach to produce familiar letters (e.g., writing in sand or shaving cream, using pipe cleaners or other materials).</p> <p>Level I Students will: EEL.K.1.a. Attend to others producing letters.</p>
<p>L.K.1.b. Use frequently occurring nouns and verbs.</p>	<p>EEL.K.1.b. Identify objects, pictures, or other symbols that represent familiar nouns.</p>	<p>Level IV Students will: EEL.K.1.b. Identify objects, pictures, or other symbols that represent familiar nouns or verbs. <i>Ex.</i> When given a familiar word, demonstrate the action. <i>Ex.</i> When given a familiar word, indicate the object. <i>Ex.</i> When given an icon, say the noun or verb that it represents.</p> <p>Level III Students will: EEL.K.1.b. Identify objects, pictures, or other symbols that represent familiar nouns.</p>

		<p>Ex. Point to or name a family member, pet, or friend when shown a picture. Ex. Select a picture when given a specific noun.</p> <p>Level II Students will: EEL.K.1.b. Match objects or other symbols with familiar nouns. Ex. Match object (e.g., a bowl) with a picture-word card showing the same object.</p> <p>Level I Students will: EEL.K.1.b. Respond to own name. Ex. Look up when their name is called. Ex. Turn toward a person who is saying their name.</p>
L.K.1.c. Form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes).	EEL.K.1.c. Not Applicable***	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities.
L.K.1.d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	EEL.K.1.d. Understand basic question words (e.g., who, what, where).	<p>Level IV Students will: EEL.K.1.d. Understand and use question words (e.g., who, what, where). Ex. Given a picture, ask a peer a “wh” question (e.g., Where is the dog?). Ex. After a shared reading, ask a question about the book (e.g., Who is sleeping?), and answer a question from a peer or teacher about the book.</p> <p>Level III Students will: EEL.K.1.d. Understand basic question words (e.g., who, what, where). Ex. Answer simple questions (e.g., Where is the boy? or What is for lunch?). Ex. When shown a picture of a familiar person and asked, “Who is in this picture?” respond appropriately (e.g., by pointing to the person or naming the person).</p> <p>Level II Students will: EEL.K.1.d. Match basic questions words with pictures. Ex. Match a person with a “who” question. Ex. Choose from a variety of pictures when asked, “What do you want to drink?”</p> <p>Level I Students will: EEL.K.1.d. Attend to familiar people when asked one “wh” question. Ex. Use vocalization, gaze, or movement to indicate preference when asked a “wh” question (e.g., for an activity or an individual). Ex. Use gestures, sounds, or a switch to indicate preference when asked, “Who do you want to go to class with?”</p>
L.K.1.e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	EEL.K.1.e. Demonstrate understanding of common prepositions (e.g., on, off, in, out).	<p>Level IV Students will: EEL.K.1.e. Use and demonstrate understanding of common prepositions (e.g., on, off, in, out). Ex. Follow a direction (e.g., “Put pencil on the paper.”). Then, respond to a related question (e.g., “Where is the pencil?”).</p> <p>Level III Students will: EEL.K.1.e. Demonstrate understanding of common prepositions (e.g., on, off, in, out). Ex. Follow a direction (e.g., “Put pencil <i>on</i> the paper.”). Ex. Demonstrate “in” (e.g., Which picture shows the ball <i>in</i> the box?).</p> <p>Level II Students will: EEL.K.1.e. Match an action with the correct preposition.</p>

		<p>Ex. Match a preposition to a picture that demonstrates that action (e.g., Match “on” with a picture of the hat <i>on</i> the man’s head.).</p> <p>Level I Students will: EEL.K.1.e. Attend to matching an action with the correct preposition. <i>Ex. Attend to peers matching a preposition to a picture that demonstrates that action (e.g., Match “on” with a picture of the hat <i>on</i> the man’s head.).</i></p>
<p>L.K.1.f. Produce and expand complete sentences in shared language activities.</p>	<p>EEL.K.1.f. Connect two or more words together to form a complete sentence.</p>	<p>Level IV Students will: EEL.K.1.f. Connect two or more words to form complete sentences. <i>Ex. When given a picture and word choices, connect words to form complete sentences about the picture.</i></p> <p>Level III Students will: EEL.K.1.f. Connect two or more words to form a complete sentence. <i>Ex. Use a simple sentence in a shared language activities (e.g., “It is my turn.” or “I want a snack.”).</i></p> <p>Level II Students will: EEL.K.1.f. Choose between two or more words or pictures to complete a complete sentence. <i>Ex. Given a variety of choices, choose a word or picture to complete a simple sentence. Ex. Given a carrier phrase (e.g., I want _____), the student will choose a picture or word to fill in blank.</i></p> <p>Level I Students will: EEL.K.1.f. Attend to forming a complete sentence. <i>Ex. Focus on teacher and peers forming a complete sentence.</i></p>
<p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.2.a. Capitalize the first word in a sentence and the pronoun I.</p> <p>L.K.2.b. Recognize and name end punctuation.</p> <p>L.K.2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>EEL.K.2. Demonstrate an emerging understanding of common English conventions when writing.</p> <p>EEL.K.2.a.-d. Show evidence of basic capitalization, punctuation, or phonetic spelling.</p>	<p>Level IV Students will: EEL.K.2.a.-d. Show evidence of basic capitalization, punctuation, and phonetic spelling. <i>Ex. In a shared writing activity, identify the correct capitalization, end punctuation, and commonly-spelled words to form a complete sentence.</i></p> <p>Level III Students will: EEL.K.2.a.-d. Show evidence of basic capitalization, punctuation, or phonetic spelling. <i>Ex. In a shared writing activity, circle the capital letters in a sentence. Ex. In a shared writing activity, focus on one convention (e.g., capitalization, punctuation, or phonetic spelling) to form a complete sentence.</i></p> <p>Level II Students will: EEL.K.2.a.-d. Complete a word with the correct capital letter. <i>Ex. Given a choice between a lowercase and uppercase letter, choose the correct one to complete the word. Ex. Choose the correct capital letter to complete a familiar word (e.g., first name, day of the week, month, last name, holiday).</i></p> <p>Level I Students will: EEL.K.2.a.-d. Attend to the use of capital letters in a word. <i>Ex. Attend to shared writing activity where teacher writes the student’s first name with a capital letter.</i></p>
<p>L.K.3. (Begins in grade 2)</p>	<p>EEL.K.3. (Begins in grade 2)</p>	<p>EEL.K.3. (Begins in grade 2)</p>
<p>Vocabulary Acquisition and Use</p> <p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and</p>	<p>EELK.4. Not Applicable*** EELK.4.a. Not Applicable***</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for these standards that are appropriate for students with significant cognitive disabilities.</p>

<p>content.</p> <p>L.K.4.a. Identify new meanings for familiar words and apply them accurately (e.g. knowing duck is a bird and learning the verb to duck).</p> <p>L.K.4.b. Use the most frequently occurring inflections and affixes (e.g. –ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>	<p>EEL.K.4.b. Not Applicable***</p>	
<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.5.a. Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p>EEL.K.5. With prompting and support, explore relationships in word meanings using familiar words.</p> <p>EEL.K.5.a. Recognize relationships between familiar objects by sorting objects into basic categories.</p>	<p>Level IV Students will: EEL.K.5.a. Recognize relationships between familiar objects by sorting objects into multiple categories.</p> <p>Level III Students will: EEL.K.5.a. Recognize relationships between familiar objects by sorting objects into basic categories.</p> <p>Level II Students will: EEL.K.5.a. Given two categories, place a familiar object in the correct category.</p> <p>Level I Students will: EEL.K.5.a. Attend to the sorting of familiar objects into basic categories.</p>
<p>L.K.5.b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<p>EELK.5.b. Demonstrate emerging understanding of word relationships by identifying basic opposites (antonyms).</p>	<p>Level IV Students will: EEL.K.5.b. Demonstrate understanding of word relationships by identifying basic opposites (antonyms). <i>Ex.</i> Given a basic word (e.g., cold, tall, full, dirty), identify the antonym (e.g., hot, short, empty, clean) from a variety of choices.</p> <p>Level III Students will: EEL.K.5.b. Demonstrate emerging understanding of word relationships by identifying basic opposites (antonyms). <i>Ex.</i> Given a picture (e.g., tall person), match with a picture-word card of the antonym (e.g., a short person).</p> <p>Level II Students will: EEL.K.5.b. Using objects, demonstrate an emerging understanding of word relationships by identifying a basic opposite (antonym). <i>Ex.</i> Given objects (e.g., hat, house), demonstrate the antonym (e.g., The teacher says, “Put the hat <i>on</i> your head. Take the hat <i>off</i> your head.”).</p> <p>Level I Students will: EEL.K.5.b. Attend to peers matching basic opposites.</p>
<p>L.K.5.c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>	<p>EELK.5.c. Make real-life connections between familiar words and familiar surroundings.</p>	<p>Level IV Students will: EEL.K.5.c. Make real-life connections between words and surroundings. <i>Ex.</i> Given a familiar object, choose an adjective that describes the object from a variety of choices (e.g., different colors, textures, or temperatures).</p> <p>Level III Students will: EEL.K.5.c. Make real-life connections between familiar words and familiar surroundings. <i>Ex.</i> Point to objects in the classroom that match a given adjective (e.g., different colors, textures, or temperatures).</p> <p>Level II Students will:</p>

		<p>EEL.K.5.c. Match a familiar adjective with a familiar object. <i>Ex.</i> Given a familiar adjective (e.g., cold, soft, wet), touch the object that matches the adjective (e.g., ice cube, stuffed animal, water).</p> <p>Level I Students will: EEL.K.5.c. Attend to peers making real-life connections between a familiar word and a familiar surrounding. <i>Ex.</i> Attend to peers matching objects to adjectives.</p>
<p>L.K.5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<p>EELK.5.d. Act out familiar verbs that describe the same general action to demonstrate an emerging understanding of shades of meaning.</p>	<p>Level IV Students will: EEL.K.5.d. Act out verbs that describe the same general action to demonstrate an emerging understanding of shades of meaning. <i>Ex.</i> Given verbs (e.g., run, jog), student demonstrates an emerging understand by acting out the verbs.</p> <p>Level III Students will: EEL.K.5.d. Act out familiar verbs that describe the same general action to demonstrate an emerging understanding of shades of meaning. <i>Ex.</i> Given familiar verbs (e.g., jump, hop), student demonstrates an emerging understand by acting out the verbs.</p> <p>Level II Students will: EEL.K.5.d. Imitate a peer that is acting out familiar verbs that describe the same general action to demonstrate an emerging understanding of shades of meaning. <i>Ex.</i> Given familiar verbs (e.g., walk, strut), student demonstrates an emerging understand by imitating another student acting out the verbs.</p> <p>Level I Students will: EEL.K.5.d. Attend to a peer that is acting out familiar verbs that describe the same general action. <i>Ex.</i> Given familiar verbs (e.g., walk, strut), student attends to another student acting out the verbs.</p>
<p>Vocabulary Acquisition and Use.</p> <p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>EEL.K.6. Use words acquired through conversations or during shared reading activities.</p>	<p>Level IV Students will: EEL.K.6. Use words or phrases acquired through conversations or during shared reading activities. <i>Ex.</i> Use a greeting (e.g., How are you today?) acquired through repeated conversations. <i>Ex.</i> After a shared reading of a familiar text (e.g., <i>Brown Bear, Brown Bear</i>), retains and uses a repeated phrase (e.g., I see a _____). <i>Ex.</i> After a shared reading of an informational text, identify and use vocabulary words that are on the word wall.</p> <p>Level III Students will: EEL.K.6. Use words acquired through conversations or during shared reading activities. <i>Ex.</i> After a shared reading or watching a movie, student uses names of characters during conversation.</p> <p>Level II Students will: EEL.K.6. Recognize a word acquired through conversations or during shared reading. <i>Ex.</i> Given a transitional word (e.g., lunch, recess, bathroom, work), the student picks the related icon on the visual schedule.</p> <p>Level I Students will: EEL.K.6. Attend to a word acquired during shared reading. <i>Ex.</i> Student attends to a word on the word wall from a shared reading.</p>

2014 WYOMING ENGLISH LANGUAGE ARTS EXTENDED STANDARDS AND ACHIEVEMENTS DESCRIPTORS FOR GRADE 1

2012 WyCPS ELA Standards	2014 Wyoming Content Extended Standards <small>EE = Essential Element</small>	Instructional Achievement Level Descriptors
Reading (Literature)		
Key Ideas and Details.		
<p>RL.1.1. Ask and answer questions about key details in a text.</p>	<p>EERL.1.1. Ask or answer questions about details in a familiar story.</p>	<p>Level IV Students will: EERL.1.1. Ask and answer questions about key details in a familiar story. <i>Ex.</i> Ask and answer questions (e.g., What is the problem in the story?) about key details in their independent reading selection (e.g., <i>Are You My Mother?</i>).</p> <p>Level III Students will: EERL.1.1. Ask or answer questions about details in a familiar story. <i>Ex.</i> Turn to the part of the book where a key detail is written about or depicted in the illustrations to ask or answer a question. <i>Ex.</i> While listening to a familiar story, point to pictures in the book that identify key details from the story (e.g., “Show me what the man drove.”).</p> <p>Level II Students will: EERL.1.1. Answer a question about a detail in a familiar text. <i>Ex.</i> After reading a familiar story (e.g., <i>Frog and Toad Together</i>), the teacher relates the book to the classroom surroundings, (e.g., The teacher says, “We have a frog just like the frog in the book in our aquarium. Can you show me the frog?”). <i>Ex.</i> Point to pictures or objects that are related to details in familiar stories. (e.g., Point to the picture or object in <i>Little Bear</i> that shows what he is wearing that is keeping him warm in the snow).</p> <p>Level I Students will: EERL.1.1. Given a variety of choices, attend to a familiar object or picture that relates to a detail in a familiar story. <i>Ex.</i> After a shared reading, attend to a familiar object or picture that is related to a detail (e.g., Student attends to a coat or picture of a coat after reading <i>Little Bear</i>).</p>
<p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>EERL.1.2. Retell one detail from a familiar story that supports the central message or lesson.</p>	<p>Level IV Students will: EERL.1.2. Retell details from a familiar story that support the central message or lesson. <i>Ex.</i> Retell important details from a story (e.g., a fable or folktale) that support a central lesson (e.g., Retell important details in <i>The Ant and the Grasshopper</i> to support the lesson of “Be prepared.”).</p> <p>Level III Students will: EERL.1.2. Retell one detail from a familiar story that supports the central message or lesson. <i>Ex.</i> After a shared reading of a familiar story, retell one important detail from the story that supports the central lesson (e.g., Retell the part about the hare falling asleep in <i>The Tortoise and the Hare</i> and how this supports the lesson of “Slow and steady wins the race.”).</p> <p>Level II Students will: EERL.1.2. Given a variety of choices, choose one detail from a familiar story that supports the central message or lesson.</p>

		<p>Ex. Given pictures from a familiar story (e.g., the ant gathering food and other unrelated pictures), the student selects the picture that supports the central message of the story.</p> <p>Level I Students will: EERL.1.2. Attend to a detail from a familiar story that supports the central message or lesson. Ex. Given pictures or objects from a familiar story (e.g., the ant gathering food and other unrelated pictures), attend to peers selecting the picture that supports the central message of the story.</p>
<p>RL.1.3. Describe characters, settings, and major events in a story, using key details.</p>	<p>EERL.1.3. Describe a character, setting, or major event in a familiar story.</p>	<p>Level IV Students will: EERL.1.3. Describe characters, settings, and major events in a story. Ex. Describe a main character, setting, and major event from their independent reading book using a list of familiar adjectives.</p> <p>Level III Students will: EERL.1.3. Describe a character, setting, or major event in a familiar story. Ex. Describe a main character, setting, or a major event after a shared reading of a familiar story using a list of familiar adjectives.</p> <p>Level II Students will: EERL.1.3. Identify a character or setting in a familiar story. Ex. Identify characters and settings from a familiar story when given a variety of choices (e.g., pictures, objects, symbols, or print). Ex. Pick out the character and setting of a familiar story when given choices (e.g., Clifford lives on Birdwell Island with Emily Elizabeth. The Berenstain Bears live in the woods in Bear Country.). Ex. After listening to a familiar story (e.g., <i>Horton Hears a Who</i>) and given three pictures, pick the elephant as the main character.</p> <p>Level I Students will: EERL.1.3. Attend to a character in a familiar story. Ex. During a shared reading of a familiar story, look at or touch the pictures that show a character.</p>
<p>Craft and Structure.</p> <p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>EERL.1.4. Identify words or phrases that show feelings in familiar stories or poems.</p>	<p>Level IV Students will: EERL.1.4. Identify words and phrases that show feelings in stories or poems. Ex. After hearing a story (e.g., <i>The Pout-Pout Fish</i> or <i>Green Eggs and Ham</i>) or poem (e.g., “April Rain Song” by Langton Hughes) for the first time, identify words and phrases that show how the main character or speaker was feeling (e.g., sad, happy, mad, hungry, tired, etc.).</p> <p>Level III Students will: EERL.1.4. Identify words or phrases that show feelings in familiar stories or poems. Ex. Match a sensory or feeling word or phrase to the correct illustration from a story. Ex. After a shared reading of a familiar story (e.g., <i>Are You My Mother?</i>) or poem (“Laughing Boy” by Richard Wright), identify words or phrases that show how a character was feeling (e.g., sad, happy, mad, hungry, tired, etc.). Ex. While listening to a story, signal when a feeling word is read.</p> <p>Level II Students will: EERL.1.4. Given a variety of choices, identify a word that shows a feeling in a familiar story. Ex. After reading a familiar story (e.g., <i>The Very Hungry Caterpillar</i>), pick a feeling (e.g., hungry) from three options when asked (e.g., “How was the caterpillar feeling?”). Ex. Given a picture book that includes illustrations that depict different feelings (e.g., <i>Today, I Feel Silly: And Other Moods That Make My Day</i>), identify the feelings as they are depicted. Ex. Choose from two pictures to identify a sensory or feeling word from the story.</p>

		<p>Level I Students will: EERL.1.4. Attend to a word or picture that shows a feeling in a familiar story. <i>Ex.</i> Attend to an illustration that shows a feeling in a picture book (e.g., <i>Today, I Feel Silly: And Other Moods That Make My Day</i>).</p>
<p>RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>	<p>EERL.1.5. Identify one difference between a familiar story and an informational text.</p>	<p>Level IV Students will: EERL.1.5. Identify differences between familiar stories and informational texts. <i>Ex.</i> Identify a few differences (e.g., photos instead of illustrations, amount of text) between a story about a caterpillar (e.g., <i>The Very Hungry Caterpillar</i>) and an informational text (e.g., a text about the life cycle of a butterfly).</p> <p>Level III Students will: EERL.1.5. Identify one difference between a familiar story and an informational text. <i>Ex.</i> After shared readings, identify one difference between a story about a dog (e.g., <i>Clifford</i>) and an informational text about a dog.</p> <p>Level II Students will: EERL.1.5. Given two texts, point to either a familiar story or an informational text when prompted. <i>Ex.</i> Given a few choices, select an informational text when asked to find a book about a specific topic (e.g., cats). <i>Ex.</i> Given a variety of reading materials (e.g., stories, magazines, and newspapers), select a story when asked.</p> <p>Level I Students will: EERL.1.5. Attend to peers choosing a familiar story or an informational text when prompted.</p>
<p>RL.1.6. Identify who is telling the story at various points in a text.</p>	<p>RL.1.6. Identify which character is telling a familiar story.</p>	<p>Level IV Students will: EERL.1.6. Identify which character is telling a familiar story at various points in a text. <i>Ex.</i> After listening to a familiar story (e.g., <i>The Cat in the Hat</i>), identify which character is telling the story at the beginning, middle, and end. <i>Ex.</i> Given a line from a story that has been read to them, identify the name of the character who is saying that line. <i>Ex.</i> After reading a familiar story (e.g., <i>The Three Little Pigs</i>), identify the character that said a part of the text (e.g., Identify that the Wolf said, "I'll huff, and I'll puff, and I'll blow your house down.").</p> <p>Level III Students will: EERL.1.6. Identify which character is telling a familiar story. <i>Ex.</i> Identify the correct character (e.g., <i>Little Bear</i>) when asked a question about who is telling a part of the story, (e.g., "Who said he is cold?"). <i>Ex.</i> Say the name of the character who is speaking as a familiar story (e.g., <i>Put Me in the Zoo</i>) is being read.</p> <p>Level II Students will: EERL.1.6. Given a variety of choices, identify which character is telling a familiar story. <i>Ex.</i> Given a choice of characters (e.g., pictures or a list of characters) in a familiar story, select the one who is speaking as the story is being read. <i>Ex.</i> Use one illustration from a page of a story as it is being read to indicate who is speaking on that page.</p> <p>Level I Students will: EERL.1.6. Attend to the character telling a familiar story. <i>Ex.</i> Attend to an illustration or object that represents the main character that is telling the story as the story is being read.</p>
<p>Integration of Knowledge and Ideas.</p> <p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>RL.1.7. Identify illustrations or details that describe characters, setting, or events in a familiar story.</p>	<p>Level IV Students will: EERL.1.7. Identify illustrations and details that describe characters, setting, or events in a story.</p>

		<p>Ex. After reading a book (e.g., <i>King Bidgood's in the Bathtub</i> or <i>Family Pictures</i> by Carmen Lomas Garza), choose illustrations or details that best describe a main character in the book.</p> <p>Level III Students will: EERL.1.7. Identify illustrations or details that describe characters, setting, or events in a familiar story. Ex. After the shared reading of a familiar story (e.g., <i>Heckedy Peg</i> or <i>The Best Nest</i>), choose one illustration or detail that describes a character in the book. Ex. During shared reading, signal to the teacher when a detail that describes an event is read.</p> <p>Level II Students will: EERL.1.7. Given a variety of choices, identify one illustration or detail that describes a character in a familiar story. Ex. After a shared reading of a familiar story (e.g., <i>The Berenstain Bears Go to Camp</i>) and given two choices, point to the illustration (e.g., picture of Papa Bear) that describes a character. Ex. Given a variety of choices, choose one detail that describes a character in a familiar story.</p> <p>Level I Students will: EERL.1.7. Attend to an illustration or detail that describes a character in a familiar story. Ex. During a shared reading of a familiar story (e.g., <i>The Berenstain Bears Go to Camp</i>), look at or touch the illustrations in the story that show characters (e.g. pictures of the bears).</p>
RL.1.8. (Not applicable to literature)	EERL.1.8. (Not applicable to literature)	EERL.1.8. (Not applicable to literature)
RL.1.9. Compare and contrast the adventures and experiences of characters in stories.	EERL.1.9. Compare or contrast the experiences of two main characters of a familiar story.	<p>Level IV Students will: EERL.1.9. Compare and contrast the experiences of two main characters of a familiar story. Ex. After reading a familiar story with two main characters (e.g., <i>Frog and Toad Together</i>), identify a similarity and difference between their adventures in the story.</p> <p>Level III Students will: EERL.1.9. Compare or contrast the experiences of two main characters of a familiar story. Ex. After reading a familiar story with two main characters (e.g., <i>City Mouse and Country Mouse</i> by Rozanne Lanczak Williams), identify one similarity or difference between the experiences of two characters.</p> <p>Level II Students will: EERL.1.9. Given choices, identify a similarity between the experiences of two main characters of a familiar story. Ex. After a shared reading of a familiar story with two main characters (e.g., <i>The Three Little Pigs</i>) and given choices of similarities (e.g., pictures of houses), choose pictures of the destroyed houses of the first and second pig.</p> <p>Level I Students will: EERL.1.9. Attend to a peer identifying a similarity between the experiences of two main characters of a familiar story.</p>
Range of Reading and Level of Text Complexity. RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	EERL.1.10. Engage in group reading activities based on prose and poetry of appropriate complexity for grade 1.	<p>Level IV Students will: EERL.1.10. Actively engage in group reading activities based on prose and poetry of appropriate complexity for grade 1.</p> <p>Level III Students will:</p>

		<p>EERL.1.10. Engage in group reading activities based on prose and poetry of appropriate complexity for grade 1.</p> <p>Level II Students will: EERL.1.10. Engage in group reading activities based on prose or poetry of appropriate complexity for grade 1.</p> <p>Level I Students will: EERL.1.10. Attend to group reading activities based on prose or poetry of appropriate complexity for grade 1.</p>
Reading (Informational Text)		
Key Ideas and Details.		
<p>RI.1.1. Ask and answer questions about key details in a text.</p>	<p>EERI.1.1. Ask or answer questions about details in a familiar text.</p>	<p>Level IV Students will: EERI.1.1. Ask and answer questions about key details in a familiar text. <i>Ex.</i> Ask and answer questions (e.g., What part of an apple tree holds the seeds?) about key details in their independent reading selection (e.g., <i>A Tree Is a Plant</i>).</p> <p>Level III Students will: EERI.1.1. Ask or answer questions about details in a familiar text. <i>Ex.</i> Turn to the part of the familiar, informational text (e.g., <i>My Five Senses</i>) where a detail is written about or depicted in the illustrations to ask or answer a question. <i>Ex.</i> While listening to a familiar text (e.g., <i>My Five Senses</i>), point to related pictures to ask or answer a question (e.g., “Show me the part of the body that helps you to smell.”).</p> <p>Level II Students will: EERI.1.1. Answer a question about a detail in a familiar text. <i>Ex.</i> Answer a question related to a detail in a familiar text when given a variety of choices (e.g., pictures, objects, symbols, and print). <i>Ex.</i> After reading a familiar, informational text (e.g., <i>Water, Water Everywhere</i>), the teacher relates the book to the classroom surroundings, (e.g., The teacher says, “We have water in many places in our classroom. Can you show me one place we have water in our classroom?”). <i>Ex.</i> Point to pictures or objects that are related to details in familiar texts (e.g., Point to a picture in the book or touch a related object [a seed] while reading <i>A Tree is a Plant</i>).</p> <p>Level I Students will: EERI.1.1. Attend to an object or picture related to a detail in a familiar text. <i>Ex.</i> After teachers read a variety of details, the student attends to a familiar object or picture that is related to the detail (e.g., Student attends to a leaf or a picture of a leaf after reading <i>A Tree is a Plant</i>).</p>
<p>RI.1.2. Identify the main topic and retell key details of a text.</p>	<p>EERI.1.2. Identify the main topic of a familiar text.</p>	<p>Level IV Students will: EERI.1.2. Identify the main topic and retell one key detail of a text. <i>Ex.</i> After reading a text (e.g., <i>Let’s Find Out About Ice Cream</i>), identify the main topic (e.g., how ice cream is made) and retell one key detail (e.g., The milk in ice cream comes from cows).</p> <p>Level III Students will: EERI.1.2. Identify the main topic of a familiar text. <i>Ex.</i> After a shared reading of a familiar text (e.g., <i>Fire! Fire!</i>), identify the main topic (e.g., how to stay safe if there is a fire).</p> <p>Level II Students will: EERI.1.2. Given a variety of choices, identify the main topic of a familiar text.</p>

		<p>Ex. Given a picture or word bank (e.g., pictures of different plants and animals), choose the main topic (e.g., pumpkin plant) of a familiar text (e.g., <i>From Seed to Pumpkin</i>) that has been read aloud.</p> <p>Level I Students will: EERI.1.2. Attend to the main topic of a familiar text. Ex. Given a familiar text about animals in the zoo, look at or touch the pictures of the animals. Ex. After listening to a familiar text (e.g., <i>My Five Senses</i>), touch or look at the body parts (e.g., nose, eyes) on a doll.</p>
<p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>EERI.1.3. Make a connection between two ideas or pieces of information in a familiar text.</p>	<p>Level IV Students will: EERI.1.3. Make a connection between two individuals, events, ideas, or pieces of information in a text. Ex. Make a connection between a seed and a plant after reading a text about plants (e.g., <i>From Seed to Pumpkin</i> or <i>A Tree is a Plant</i>). Ex. Make a connection between two animals (e.g., what they eat, how they use different parts of their body, where they live) after reading a text about animals (e.g., <i>What Do You Do With a Tail Like This?</i>).</p> <p>Level III Students will: EERI.1.3. Make a connection between two ideas or pieces of information in a familiar text. Ex. After a shared reading of a familiar text (e.g., <i>Here is the Tropical Rain Forest</i> by Madeleine Dunphy), make a connection between two animals (e.g., sloth and monkey) or plants in the book.</p> <p>Level II Students will: EERI.1.3. Given a variety of choices, make a connection between two pieces of information in a familiar text. Ex. After a shared reading of a familiar text (e.g., <i>Let's Find Out About Ice Cream</i>), match related pictures to show a connection (e.g., From a variety of picture, student chooses and matches a picture of ice cream with a cow and machines from the book).</p> <p>Level I Students will: EERI.1.3. Attend to a connection between two pieces of information in a familiar text. Ex. Student attends to a teacher or peer matching pictures or words from a text to show a connection.</p>
<p>Craft and Structure.</p> <p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>EERI.1.4. Ask or answer questions about a new word in a text.</p>	<p>Level IV Students will: EERI.1.4. Ask and answer questions about a new word or phrase in a text. Ex. Using illustrations, ask and answer a question about a new word (e.g. "What do <i>roots</i> do for a pumpkin plant?). Ex. After reading an informational brochure (e.g., a brochure about apple orchards), answer a question (e.g., What is an <i>orchard</i>?).</p> <p>Level III Students will: EERI.1.4. Ask or answer questions about a new word in a text. Ex. After a shared reading of a new, informational text (e.g., <i>Amazing Whales</i>), ask or answer questions about a new word (e.g., whale, ocean, beach, fin).</p> <p>Level II Students will: EERI.1.4. Answer one question about a new word in a text. Ex. Point to the picture of a new word (e.g., pumpkin) after reading a related text (e.g., <i>From Seed to Pumpkin</i>).</p> <p>Level I Students will: EERI.1.4. Attend to an object or picture related to a new word in a text. Ex. Touch an object (e.g., pumpkin, water, leaf) after reading a related text (e.g., <i>From Seed to Pumpkin</i> or <i>Water, Water Everywhere</i>). Ex. Attend to illustrations or pictures from a text about animals.</p>

<p>RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p>EERI.1.5. Use text features (e.g., table of contents, glossary, charts, or icons) to locate key facts and information in a familiar text.</p>	<p>Level IV Students will: EERI.1.5. Use text features (e.g., table of contents, glossary, charts, or icons) to locate key facts and information in a text. <i>Ex.</i> Using the glossary in a text (e.g., <i>Exploring Seeds</i> by Kristin Sterling), find the meaning of a new word (e.g., word in bold or highlighted text). <i>Ex.</i> Using the table of contents in a text (e.g., <i>I Wonder Why Spiders Spin Webs and Other Questions About Creepy Crawlies</i> by Amanda O’Neill), find the section of the book that talks about a specific topic (e.g., What is a bug?).</p> <p>Level III Students will: EERI.1.5. Use text features (e.g., table of contents, glossary, charts, or icons) to locate key facts and information in a familiar text. <i>Ex.</i> Using a chart in a familiar text (e.g., <i>My Five Senses</i>), locate multiple facts (e.g., different sense icons [nose, ear, eye] with their related pictures).</p> <p>Level II Students will: EERI.1.5. Use one text feature (e.g., glossary, charts, or icons) to locate information in a familiar text. <i>Ex.</i> Using a classroom chart (e.g., life cycle of a plant), locate one fact (e.g., the first step in growing a plant).</p> <p>Level I Students will: EERI.1.5. Attend to one text feature (e.g., glossary, charts, or icons) to locate information in a familiar text. <i>Ex.</i> Look at the calendar during a calendar activity. <i>Ex.</i> Attend to a classroom chart (e.g., life cycle of a plant, shapes, colors, or numbers).</p>
<p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>EERI.1.6. Compare information provided by pictures or illustrations and information provided by the words in a familiar text.</p>	<p>Level IV Students will: EERI.1.6. Compare information provided by pictures or illustrations and information provided by the words in a text. <i>Ex.</i> Compare information (e.g., written directions for fire exit) and an illustration or map (e.g., building fire map) to learn the correct exit. <i>Ex.</i> Compare a diagram or chart with written text in a book (e.g., Compare the picture chart with written text in <i>Let’s Find Out About Ice Cream</i>).</p> <p>Level III Students will: EERI.1.6. Compare information provided by pictures or illustrations and information provided by the words in a familiar text. <i>Ex.</i> Compare the icons on a familiar chart (e.g., visual schedule or lunch menu) to the words on a written chart (e.g. written schedule or written lunch menu).</p> <p>Level II Students will: EERI.1.6. Given a variety of choices, match the picture, illustration, or words in a familiar text with the correct information. <i>Ex.</i> After reading the weather forecast, student points to the correct icon on a classroom weather map (e.g., sun, cloud, snowflake).</p> <p>Level I Students will: EERI.1.6. Attend to the picture, illustration, or words in a familiar text that give the correct information. <i>Ex.</i> Attend to icons or objects on a visual schedule.</p>
<p>Integration and knowledge and Ideas.</p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p>	<p>EERI.1.7. Identify the illustrations or details in a familiar text that describe one key idea.</p>	<p>Level IV Students will: EERI.1.7. Identify the illustrations and details in a familiar text that describe key ideas. <i>Ex.</i> Point to the part of the illustration or diagram (e.g., diagram of a plant) to answer a question about key details (e.g., What part of the plant takes up water? What part of the plant needs sunlight?).</p> <p>Level III Students will: EERI.1.7. Identify the illustrations or details in a familiar text that describe one key idea.</p>

		<p><i>Ex.</i> Point to the part of the illustration or diagram (e.g., diagram of a rainforest) to answer a question about a key detail (e.g., Which animals live in trees?).</p> <p>Level II Students will: EERI.1.7. Given a variety of choices, match one illustration or detail in a familiar text with one key idea. <i>Ex.</i> After reading a text about seasons, match the picture or object (e.g., hat, gloves, coat) with the correct picture or text about a season (e.g., winter).</p> <p>Level I Students will: EERI.1.7. Attend to an illustration or detail in a familiar text that describes one key idea. <i>Ex.</i> Look at the illustrations that the teacher points to as the text is read.</p>
RI.1.8. Identify the reasons an author gives to support points in a text.	EERI.1.8. Identify a reason an author gives to support the main point of a familiar text.	<p>Level IV Students will: EERI.1.8. Identify reasons an author gives to support the main point of a text. <i>Ex.</i> Given the main idea of the text (e.g., <i>How People Learned to Fly</i>), identify reasons the author gives to support the main idea (e.g., watching birds, kites, and paper airplanes fly).</p> <p>Level III Students will: EERI.1.8. Identify a reason an author gives to support the main point of a familiar text. <i>Ex.</i> Given one main point of a familiar text (e.g., <i>Fire, Fire!</i>), identify one supporting detail (e.g., Give one way a fire can start). <i>Ex.</i> Given a preprogrammed switch with a list of points made by the author of a text, activate the switch to participate in an activity listing the points that support the main idea.</p> <p>Level II Students will: EERI.1.8. Given a variety of choices, identify a reason an author gives to support the main point of a familiar text. <i>Ex.</i> Given the main point of a familiar text (e.g., <i>A Tree Is a Plant</i>) and a variety of supporting reasons, choose the correct reason (e.g., A tree has leaves and roots.). <i>Ex.</i> Given a preprogrammed switch with a list of points made by the author of a story text, activate the switch to participate in an activity listing the points.</p> <p>Level I Students will: EERI.1.8. Attend to a reason an author gives to support the main point of a familiar text. <i>Ex.</i> Attend to the teacher or a peer listing reasons an author makes to support the main point of a familiar text.</p>
RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	EERI.1.9. Identify a basic similarity or difference between two familiar texts on the same topic.	<p>Level IV Students will: EERI.1.9. Identify a basic similarity and difference between two texts on the same topic. <i>Ex.</i> Compare and contrast two texts about trees (e.g., a tree in spring and a tree in winter) to identify a basic similarity and difference.</p> <p>Level III Students will: EERI.1.9. Identify a basic similarity or difference between two familiar texts on the same topic. <i>Ex.</i> Compare two familiar texts about trains to identify a similarity or difference.</p> <p>Level II Students will: EERI.1.9. Given a variety of choices, identify a basic similarity or difference between two familiar texts on the same topic. <i>Ex.</i> After a shared reading of two familiar texts about animals, choose from a variety of pictures or objects to show a similarity or difference.</p> <p>Level I Students will: EERI.1.9. Attend to a basic similarity or between two familiar texts on the same topic.</p>

<p>Range of Reading and Level of Text Complexity.</p> <p>RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>EERI.1.10. Engage in group reading activities based on informational texts of appropriate complexity for grade 1.</p>	<p><i>Ex.</i> Attend to pictures or objects that show a similarity or difference between two familiar texts.</p> <p>Level IV Students will: EERI.1.10. Actively engage in group reading activities based on informational texts of appropriate complexity for grade 1.</p> <p>Level III Students will: EERI.1.10. Engage in group reading activities based on informational texts of appropriate complexity for grade 1.</p> <p>Level II Students will: EERI.1.10. Engage in small group reading activities based on informational texts of appropriate complexity for grade 1.</p> <p>Level I Students will: EERI.1.10. Attend to group reading activities based on informational texts of appropriate complexity for grade 1.</p>
<p>Reading (Foundational Skills)</p>		
<p>Print Concepts.</p> <p>RF.1.1. Demonstrate understanding of the organization and basic features of print.</p> <p>RF.1.1.a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>EERF.1.1. Demonstrate an understanding of the features of basic print.</p> <p>EERF.1.1.a. Recognize one important part of a sentence (e.g., capital letters, punctuation).</p>	<p>Level IV Students will: EERF.1.1.a. Recognize the important parts of a sentence (e.g., capital letters, punctuation). <i>Ex.</i> Student identifies a capital letter and end punctuation of a sentence during shared reading.</p> <p>Level III Students will: EERF.1.1.a. Recognize one important part of a sentence (e.g., capital letters, punctuation). <i>Ex.</i> Student identifies a capital letter of a sentence during shared reading.</p> <p>Level II Students will: EERF.1.1.a. Given a variety of choices, choose one important part of a sentence (e.g., capital letters). <i>Ex.</i> From an assortment of uppercase and lowercase letters, student chooses the capital letter to match the capital letter of the sentence in the book.</p> <p>Level I Students will: EERF.1.1.a. Attend to one important part of a sentence (e.g., capital letters). <i>Ex.</i> Student attends while teacher reads a book and points out the capital letter in the first sentence.</p>
<p>Phonological Awareness.</p> <p>RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.2.a. Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p>EERF.1.2. Demonstrate understanding of spoken words or sounds (phonemes).</p> <p>EERF.1.2.a. Not Applicable***</p>	<p>EERF.1.2.a. ***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities.</p>
<p>RF.1.2.b. Orally produce single-syllable</p>	<p>EERF.1.2.b. Orally produce a</p>	<p>Level IV Students will:</p>

<p>words by blending sounds (phonemes), including consonant blends.</p>	<p>single-syllable word by blending familiar sounds.</p>	<p>EERF.1.2.b. Orally produce a single-syllable word by blending sounds. <i>Ex.</i> Blend the sounds in many single-syllable words (e.g., /h/ /a/ /n/ /d/, shirt, bowl, etc.).</p> <p>Level III Students will: EERF.1.2.b. Orally produce a single-syllable word by blending familiar sounds. <i>Ex.</i> Blend the sounds in familiar single-syllable words (e.g., /c/ /a/ /t/, sit, mud, etc.).</p> <p>Level II Students will: EERF.1.2.b. Imitate a single-syllable word by blending familiar sounds. <i>Ex.</i> Teacher blends consonant-vowel-consonant (CVC) words (e.g., /c/ /a/ /t/, run, pet, hot), and student imitates.</p> <p>Level I Students will: EERF.1.2.b. Attend to spoken single-syllable word that blends familiar sounds. <i>Ex.</i> Teacher blends CVC words (e.g., /c/ /a/ /t/, run, pet, hot), and student attends.</p>
<p>RF.1.2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p>EERF.1.2.c. Isolate and pronounce initial or final sounds in a familiar, spoken, single-syllable word.</p>	<p>Level IV Students will: EERF.1.2.c. Isolate and pronounce initial and final sounds in a spoken, single-syllable word. <i>Ex.</i> Identify consonant sounds during shared reading (e.g., The teacher shows the student an illustration of animals and says, “Can you tell me the beginning and ending sound in <i>pig</i>?”).</p> <p>Level III Students will: EERF.1.2.c. Isolate and pronounce initial or final sounds in a familiar, spoken, single-syllable word. <i>Ex.</i> Identify consonant sounds during shared reading (e.g., The teacher shows student an illustration and says, “Look, there is a <i>pig</i>, a <i>cow</i>, and a <i>horse</i>. Which one starts with /c/ like <i>car</i>?”).</p> <p>Level II Students will: EERF.1.2.c. Imitate initial or final sounds in a familiar, spoken, single-syllable word. <i>Ex.</i> During shared reading, student imitates a consonant that starts a word (e.g., The teacher shows the student an illustration and says, “Look, there is a /c/ <i>cow</i>,” and student imitates /c/.).</p> <p>Level I Students will: EERF.1.2.c. Attend to the initial sound in a familiar, spoken, single-syllable word. <i>Ex.</i> Attend to teacher when the teacher says, “/p/ <i>pig</i>.”</p>
<p>RD.1.2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>EERF.1.2.d. Segment a familiar, spoken, single-syllable word into individual sounds.</p>	<p>Level IV Students will: EERF.1.2.d. Segment a spoken, single-syllable words into individual sounds. <i>Ex.</i> Pick out words in a book they are reading and segment the words into sounds (e.g., house, sleep, mouse, etc. from <i>The Napping House</i>).</p> <p>Level III Students will: EERF.1.2.d. Segment a familiar, spoken, single-syllable word into individual sounds. <i>Ex.</i> During shared reading of a familiar text student segments familiar words into individual sounds. (e.g., The teacher says, “Frosty the snowman is wearing a hat. Tell me the sounds in <i>hat</i>.” The student responds, “/h/ /a/ /t/.”).</p> <p>Level II Students will: EERF.1.2.d. Imitate a teacher or peer segmenting a familiar, spoken, single-syllable word into individual sounds. <i>Ex.</i> The teacher shows picture-word cards of two items (e.g. snack options), segments the words, and the student repeats (e.g., “Today we have two choices: milk and juice. Can you say /m/ /i/ /l/ /k/?” The student responds by imitating /m/ /i/ /l/ /k/).</p>

		<p>Level I Students will: EERF.1.2.d. Attend to a teacher segmenting a familiar, spoken, single-syllable word into individual sounds. <i>Ex.</i> The student attends when an object or picture-word card is presented and the teacher segments and says the related word (e.g., /h/ /a/ /n/ /d/).</p>
<p>Phonics and Word Recognition.</p> <p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3.a. Know the spelling-sound correspondences for common consonant digraphs.</p>	<p>EERF.1.3. Use letter name and letter-sound knowledge to decode familiar words.</p> <p>EERF.1.3.a. Identify common consonant digraphs.</p>	<p>Level IV Students will: EERF.1.3.a. Identify the spelling-sound correspondences for common consonant digraphs. <i>Ex.</i> Given a variety of words (e.g., ship, what, chair, they), spell the digraph at the beginning of each word (e.g., <i>sh, ch</i>).</p> <p>Level III Students will: EERF.1.3.a. Identify and produce common consonant digraphs. <i>Ex.</i> Given a variety of similar words (e.g., they, that, them or ship, she, should), the student identifies and repeats the digraph (e.g., <i>th</i> or <i>sh</i>).</p> <p>Level II Students will: EERF.1.3.a. Match common consonant digraphs with the correct picture. <i>Ex.</i> Match the picture-word card with the correct digraph (e.g., chair card with <i>ch</i> and whale card to <i>wh</i>).</p> <p>Level I Students will: EERF.1.3.a. Attend to peers matching common consonant digraphs with the correct picture.</p>
<p>RF.1.3.b. Decode regularly spelled one-syllable words.</p>	<p>EERF1.3.b. Decode common regularly spelled one-syllable words.</p>	<p>Level IV Students will: EERF1.3.b. Decode regularly spelled one-syllable words. <i>Ex.</i> Student reads a book and decodes the words highlighted by teacher that are regularly spelled, one-syllable words.</p> <p>Level III Students will: EERF1.3.b. Decode common, regularly spelled one-syllable words. <i>Ex.</i> Teacher points to words on word wall that are common, regularly spelled one-syllable words, and student reads the words.</p> <p>Level II Students will: EERF1.3.b. Decode a common, regularly spelled one-syllable word. <i>Ex.</i> On a predictable writing chart, the teacher points to a sentence (e.g., The sun is up.) Student decodes a word (e.g., <i>sun, is, or up</i>).</p> <p>Level I Students will: EERF1.3.b. Attend to peers or an adult decoding a common, regularly spelled one-syllable word.</p>
<p>RF.1.3.c. Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p>EERF.1.3.c. Know final -e conventions for representing common long vowel sounds.</p>	<p>Level IV Students will: EERF.1.3.c. Know final -e conventions or a common vowel team convention for representing long vowel sounds. <i>Ex.</i> Pick out words in text as they are reading and identify the long vowel sounds. (e.g., cake, bake, bike or the /long e/ sound in meat, heat, team).</p> <p>Level III Students will: EERF.1.3.c. Know final -e conventions for representing common long vowel sounds. <i>Ex.</i> Find final -e words on a chart in the classroom (e.g., like, make, home, state, joke, etc.).</p> <p>Level II Students will: EERF.1.3.c. Know one final -e convention for representing common long vowel sounds. <i>Ex.</i> Point to words (e.g., make, cake, rate, or babe) when asked to find a word with the final -e rule using the long a sound.</p>

		<p>Level I Students will: EERF.1.3.c. Attend to one final -e convention for representing common long vowel sounds. <i>Ex.</i> Attend to a picture of a word (e.g., home) as the word is spoken to demonstrate the final -e rule.</p>
<p>RF.1.3.d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>RF.1.3.e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>RF1.3.f. Read words with inflectional endings.</p>	<p>EERF.1.3.d-f. Not Applicable***</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for these standards that are appropriate for students with significant cognitive disabilities.</p>
<p>RF.1.3.g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>EERF.1.3.g. Recognize or read common, irregularly spelled words.</p>	<p>Level IV Students will: EERF.1.3.g. Recognize and read common, irregularly spelled words. <i>Ex.</i> Students read common irregularly spelled words in a text (e.g., was, saw, they, who, of, night, what, said, are, etc.).</p> <p>Level III Students will: EERF.1.3.g. Recognize or read common, irregularly spelled words. <i>Ex.</i> Student will point to common irregularly spelled words in a text after the teacher reads a phrase or sentence (e.g., was, saw, they, who, of, what, said, are, etc.).</p> <p>Level II Students will: EERF.1.3.g. Recognize or read one common, irregularly spelled word. <i>Ex.</i> Recognize or read a common, irregularly spelled word in the classroom (e.g., <i>who</i> on the classroom chart, “<i>Who</i> is here today?”).</p> <p>Level I Students will: EERF.1.3.g. Attend to one common, irregularly spelled word. <i>Ex.</i> Student will attend to peers or teacher reading a common, irregularly spelled word on the word wall.</p>
<p>Fluency</p> <p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4.a. Read on-level text with purpose and understanding.</p>	<p>EERF.1.4. Read a familiar text to demonstrate fluency and comprehension.</p> <p>EERF.1.4.a. Read a familiar text with purpose and understanding.</p>	<p>Level IV Students will: EERF.1.4.a. Read familiar texts with purpose and understanding. <i>Ex.</i> Read familiar texts to find the main idea. <i>Ex.</i> Answer questions after reading familiar texts.</p> <p>Level III Students will: EERF.1.4.a. Read a familiar text with purpose and understanding. <i>Ex.</i> Read a familiar text to sequence the events in the story. <i>Ex.</i> Answer one question after reading a familiar text.</p> <p>Level II Students will: EERF.1.4.a. With a peer, read a familiar text with purpose and understanding. <i>Ex.</i> Choose a picture to answer a question after reading a familiar text with a peer.</p>

		<p>Level I Students will: EERF.1.4.a. Attend to an adult or peer reading a familiar text with purpose and understanding. <i>Ex.</i> Attend to a familiar text at their ability level (e.g., eye gaze, gesture, vocalization, or use of an augmentative communication device).</p>
<p>RF.1.4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>EERF.1.4.b. Read a familiar text orally with accuracy and expression on successive readings.</p>	<p>Level IV Students will: EERF.1.4.b. Read a text orally with accuracy and expression on successive readings. <i>Ex.</i> Read a text (e.g., <i>We're Going on a Bear Hunt</i>) and express emotion (e.g., fear when seeing the bear).</p> <p>Level III Students will: EERF.1.4.b. Read a familiar text orally with accuracy and expression on successive readings. <i>Ex.</i> Read a familiar text (e.g., <i>Put Me in the Zoo</i>) and laugh while reading the humorous parts.</p> <p>Level II Students will: EERF.1.4.b. Read a portion of a familiar text orally with accuracy and expression on successive readings. <i>Ex.</i> Read a portion of a repetitive text (e.g., <i>Green Eggs and Ham</i>), and fill in the repeated phrase (e.g., I do not like _____) with expression.</p> <p>Level I Students will: EERF.1.4.b. Attend to an adult or peer reading a familiar text orally with accuracy and expression on successive readings. <i>Ex.</i> Given a familiar text (e.g., <i>Are You My Mother?</i>), orient and attend to the reading.</p>
<p>RF.1.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>EERF.1.4.c. Not Applicable***</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities.</p>
<p>Writing</p>		
<p>Text Types and Purposes.</p> <p>W.1.1. Write opinion pieces, in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>EEW.1.1. Select a book or topic and write an opinion about it.</p>	<p>Level IV Students will: EEW.1.1. Select a topic or book, write an opinion about it, and provide a basic closing statement. <i>Ex.</i> During independent writing, select a book or topic and use drawing, dictating, or writing to express an opinion about it. <i>Ex.</i> During opinion writing, include a closing statement (e.g., These are the reasons that I like this book.).</p> <p>Level III Students will: EEW.1.1. Select a book or topic and write opinion about it. <i>Ex.</i> In a structured shared writing during which the teacher uses a repeated sentence frame to guide students (e.g., "I like ____ <type of animal> because they are ____." <descriptor>), the student will use adjectives to complete the sentence and communicate an opinion (e.g., "I like panthers because they are strong.").</p> <p><i>Ex.</i> During shared writing, select a book or topic and use drawing, dictating, or writing to express an opinion about it.</p> <p>Level II Students will: EEW.1.1. Given choices, select or state an opinion about a familiar book. <i>Ex.</i> During a structured shared writing aimed at reviewing favorite books, the teacher provides a repeated sentence frame (e.g., "I like ____,"), and students select a favorite book and dictate the name for the teacher to use in completing the sentence. <i>Ex.</i> Given the directions to write about a favorite book, select a book from a variety of choices and dictate, "I like it." for the teacher to write. <i>Ex.</i> Select a book from a collection offered by the teacher and express an opinion about it by drawing a picture of a happy face or sad face.</p> <p>Level I Students will:</p>

		<p>EEW.1.1. Give an opinion about a familiar book with yes or no options. <i>Ex.</i> Select a book from a choice of two by looking at or reaching for it. Then, indicate (e.g., using eye gaze, gesture, vocalization, or an augmentative communication device) an opinion using a happy face or sad face. The teacher displays the student's opinion.</p>
<p>W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>EEW.1.2. Given a topic, write an informative/explanatory text that provides a few facts about the topic.</p>	<p>Level IV Students will: EEW.1.2. Select a topic and write an informative/explanatory text that provides some facts about the topic and a basic closing statement. <i>Ex.</i> Select a topic for writing (e.g., trains, weather, animals), and dictate information about it including a closing statement. <i>Ex.</i> Select a topic for writing, and use a combination of drawing, dictating, and writing to provide some facts and a basic closing statement.</p> <p>Level III Students will: EEW.1.2. Given a topic, write an informative/explanatory text that provides a few facts about the topic. <i>Ex.</i> Given a topic (e.g., my birthday, holidays, toys, movies), use drawing and writing to communicate some facts (e.g., something they want, something they saw, a toy, cake, etc.). <i>Ex.</i> After choosing to write about themselves, use drawing, dictating, writing, or assistive technology to state some facts about themselves (e.g., their age, where they were born, what they like, etc.).</p> <p>Level II Students will: EEW.1.2. Given a choice of topics and facts, select a topic and a matching fact for writing. <i>Ex.</i> In a structured shared writing about a given topic (e.g., animals) where the teacher uses a repeated sentence frame to guide students (e.g., The _____ <animal> is _____ <color>), select appropriate responses from the choices to give information (e.g., The panther is black. The dog is brown.). <i>Ex.</i> In a structured shared writing about classmates where the teacher uses a repeated sentence frame to guide students (e.g. _____ <name of classmate> is _____ <descriptor>), choose a classmate, and select from a choice of descriptor symbols to give information and complete the chart (e.g., Dallas is tall. Erin is happy.).</p> <p>Level I Students will: EEW.1.2. Select a topic from pictures or objects for writing. <i>Ex.</i> After the teacher presents two of the student's favorite toys, select one when asked, "What should we write about today?" <i>Ex.</i> Given a selection of topics and using partner-assisted scanning, choose a topic of interest. <i>Ex.</i> Work with a group of peers on a writing topic (e.g., The peers narrow down the choices, present two to the student, and ask, "What should we write about today?").</p>
<p>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>EEW.1.3. Write a narrative that includes two sequenced events, some details, and a basic ending.</p>	<p>Level IV Students will: EEW.1.3. Write a narrative that includes a beginning, middle, key details, and a closing. <i>Ex.</i> After a field trip, draw and write about three events from the trip in a three-panel frame in the order they occurred. <i>Ex.</i> After a historical text (e.g., <i>The 18 Penny Goose</i> or <i>The Story of Ruby Bridges</i> by Robert Coles) is read-aloud, individually choose events and draw and write about them using time-order words (e.g., first, second, last).</p> <p>Level III Students will: EEW.1.3. Write a narrative that includes two sequenced events, some details, and a basic ending. <i>Ex.</i> During a shared writing activity, draw and write about a class field trip that describes two events (e.g., a bus ride and seeing a movie) from the trip in order. <i>Ex.</i> After reading a book, draw and write about two events in the book during a shared writing activity (e.g., The dog ran away. The boy found the dog.)</p> <p>Level II Students will: EEW.1.3. Given choices, select and order events to include in a written narrative.</p>

		<p><i>Ex.</i> Given a variety of photos from storybooks (e.g., two friends, pets, cars, etc.), select and put the pictures in order to create a written class story.</p> <p><i>Ex.</i> Working with the teacher before a daily activity (e.g., snack or lunch), retell in order the actions of familiar routines (e.g., wash hands, eat snack, eat lunch) to include in a written class story.</p> <p>Level I Students will: EEW.1.3. Given choices, select one event to include in a written narrative. <i>Ex.</i> From a picture menu of items, point to or use partner-assisted scanning to choose a preferred event or activity to write about.</p>
Production and Distribution of Writing.		
W.1.4. (Begins in grade 3)	EEW.1.4. (Begins in grade 3)	EEW.1.4. (Begins in grade 3)
W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	EEW.1.5. With prompting and support during a shared writing activity about a familiar topic, use suggestions from others to add more information and to make writing stronger.	<p>Level IV Students will: EEW.1.5. With prompting and support during a shared writing activity about a topic, use or respond to suggestions from others to add more information and to make writing stronger. <i>Ex.</i> After sharing writing or drawing with peers, add more detail (e.g., Add another animal to the zoo picture. Add one more adjective to describe an animal) to make the product better. <i>Ex.</i> After looking at writing from a previous day, select a sentence and add more details rather than starting a new piece.</p> <p>Level III Students will: EEW.1.5. With prompting and support during a shared writing activity about a familiar topic, use suggestions from others to add more information and to make writing stronger. <i>Ex.</i> After dictating a story about a familiar topic to a teacher, give additional details when a teacher or peers ask, "What else can you tell me?" <i>Ex.</i> During writing time, keep writing or drawing when the teacher says, "Keep going. What else can you tell us?"</p> <p>Level II Students will: EEW.1.5. With prompting and support during a shared writing activity about a familiar topic and given choices, select information to make writing stronger. <i>Ex.</i> During shared writing about a familiar topic (e.g., winter or summer), student selects additional details from a list (e.g. adjective list) and/or pictures (e.g. snow, snowman, sled) to add more detail to writing.</p> <p>Level I Students will: EEW.1.5. With prompting and support, attend to a shared writing activity about a familiar topic. <i>Ex.</i> During shared writing about a familiar topic (e.g., winter or summer), attend to peers selecting additional details from a list (e.g. adjective list) and/or pictures (e.g. snow, snowman, sled) to add more detail to writing.</p>
W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	EEW.1.6. With prompting, support, and collaboration with peers, use a variety of digital tools to produce writing.	<p>Level IV Students will: EEW.1.6. With prompting, support, and collaboration with peers, use a variety of digital tools to produce and publish writing. <i>Ex.</i> Working with peers (e.g., using an interactive whiteboard), select relevant pictures and write sentences about a self-selected topic to share with the class.</p> <p>Level III Students will: EEW.1.6. With prompting, support, and collaboration with peers, use a variety of digital tools to produce writing. <i>Ex.</i> While working with peers, select words and pictures using assistive technology to add to the group's writing. <i>Ex.</i> Working with peers (e.g., using an interactive whiteboard), select relevant pictures, and write one sentence about a provided topic.</p> <p>Level II Students will:</p>

		<p>EEW.1.6. With prompting, support, explore digital tools with peers to produce writing. <i>Ex.</i> Explore a teacher-selected form of technology to produce a product for the teacher to print and post on the bulletin board.</p> <p>Level I Students will: EEW.1.6. With prompting and support, attend to peers exploring digital tools to produce writing. <i>Ex.</i> Attend to peers selecting relevant pictures and writing a sentence about a provided topic using assistive technology.</p>
<p>Research to Build and Present Knowledge.</p> <p>W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>	<p>EEW.1.7. Participate in shared research and writing projects.</p>	<p>Level IV Students will: EEW.1.7. Participate in shared research and writing projects using a variety of sources. <i>Ex.</i> Select the topic of a research project and choose sources (e.g., maps, diagrams, how-to books, recipes, videos) to gather information.</p> <p>Level III Students will: EEW.1.7. Participate in shared research and writing projects. <i>Ex.</i> Select a book on a topic related to a shared research project from a collection identified by peers. Then, identify pictures that relate to the topic being researched. <i>Ex.</i> Listen to an electronic book appropriate to the research and writing project, and share one fact with the group to include in the project.</p> <p>Level II Students will: EEW.1.7. Participate in a shared research project. <i>Ex.</i> Select a book from a choice of two related to the shared research project, and identify relevant pictures. <i>Ex.</i> Using assistive technology, select words and pictures to add to a shared research and writing project.</p> <p>Level I Students will: EEW.1.7. Explore pictures, words, or objects related to a shared research project. <i>Ex.</i> Use a touch screen to scroll through pictures related to the topic of a shared research project. <i>Ex.</i> Explore a bin full of objects and artifacts related to a shared research project.</p>
<p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>EEW.1.8. With prompting and support, use information from a personal experience or a provided source to answer a question.</p>	<p>Level IV Students will: EEW.1.8. With prompting and support, use information from personal experiences and provided sources to answer a question. <i>Ex.</i> When asked, “Where do parrots live?” use at least two provided sources (e.g., video, book, magazine) to answer. <i>Ex.</i> After a class field trip, retell events when asked, “What happened on your field trip?”</p> <p>Level III Students will: EEW.1.8. With prompting and support, use information from a personal experience or a provided source to answer a question. <i>Ex.</i> When asked, “Where do parrots live?” use one provided source (e.g., movie, book, magazine) to answer. <i>Ex.</i> Listen to an electronic book with a peer, and select answers from a picture or word bank to answer questions.</p> <p>Level II Students will: EEW.1.8. With prompting and support, use information from personal experience to answer a question. <i>Ex.</i> When asked, “What did you do today?” choose the centers completed that day. <i>Ex.</i> When asked, “What did we use?” identify supplies (e.g., glue, tape, scissors, and paper) from those assembled on the table that were used in completing a project (e.g., art or science project) so the teacher can create a list.</p> <p>Level I Students will: EEW.1.8. With prompting and support, identify a personal object to answer a question.</p>

		<i>Ex. Select their belongings (e.g., lunchbox, coat, backpack) when asked, "Which one is yours?"</i>
W.1.9. (Begins in grade 4)	EEW.1.9. (Begins in grade 4)	EEW.1.9. (Begins in grade 4)
Range of Writing.		
W.1.10. (Begins in grade 3)	EEW.1.10. (Begins in grade 3)	EEW.1.10. (Begins in grade 3)
Speaking and Listening		
Comprehension and Collaboration.		
<p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion.)</p>	<p>EESL.1.1. Participate in collaborative conversations with a variety of audiences about familiar topics and texts.</p> <p>EESL.1.1.a. Follow classroom rules for discussions in familiar settings.</p>	<p>Level IV Students will: EESL.1.1.a. Follow classroom rules for discussions in a variety of settings. <i>Ex:</i> Listen to others and take turns speaking in a variety of settings. <i>Ex.</i> During a literacy center activity in the general education setting, hold up work to show peer and say, "Look." When peer responds, the student continues in the exchange for at least one more turn.</p> <p>Level III Students will: EESL.1.1.a. Follow classroom rules for discussions in familiar settings. <i>Ex.</i> While at a literacy center working with letters and words, participate in multiple-turn exchanges (e.g., One of the peers hands the student a letter and asks, "Do you need this one?" The student replies, "No, <i>b</i>!" The peer finds a <i>b</i> and says, "This one?" The student replies, "Yes, <i>b</i>").</p> <p>Level II Students will: EESL.1.1.a. Follow classroom rules for discussions in a familiar, small-group setting. <i>Ex.</i> Listen quietly and attentively to a classroom discussion (e.g., discussion about insects). <i>Ex.</i> Demonstrate taking turns by waiting for the person next to them to respond to a teacher's question before adding their own answer.</p> <p>Level I Students will: EESL.1.1.a. In a familiar, small-group setting, demonstrate a classroom rule. <i>Ex.</i> During morning meeting, use a voice output device to say, "Good Morning." <i>Ex.</i> Attend to group discussion without interrupting the speaker with vocalizations or use of devices.</p>
<p>SL.1.1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p>EESL.1.1.b. Build on peers' talk in conversations by responding to their comments in a familiar setting.</p>	<p>Level IV Students will: EESL.1.1.b. Build on others' talk in conversations by responding to their comments in a variety of settings. <i>Ex.</i> During shared reading in the general education setting, the teacher points to an illustration and comments, and the student builds on the conversation (e.g., "Look at this dog!" Another peer comments, "I have a dog like that!" The student adds, "big dog," and the teacher acknowledges, "Yes, this is a big dog in the picture.")</p> <p>Level III Students will: EESL.1.1.b. Build on peers' talk in conversations by responding to their comments in a familiar setting. <i>Ex.</i> During shared reading, the teacher points to an illustration and comments, and the student builds on the conversation (e.g., "Look at that dog!" The student responds using sign language to communicate, "Me!" The teacher replies, "Me? Do you have a dog?" The student nods in response.) <i>Ex.</i> An adult comments about the weather (e.g., "It sure is cold out there. It feels like snow.") Student replies using a word from the conversation (e.g., snow).</p> <p>Level II Students will:</p>

		<p>EESL.1.1.b. During conversation, respond to a question initiated by an adult or peer. <i>Ex.</i> During shared reading, respond when the teacher points to an illustration and comments (e.g., “Look at that dog!” Then she says, “You have a dog, don’t you?” The student will respond by saying, “Me.” The teacher adds, “I have seen your dog. You have a big dog.”).</p> <p>Level I Students will: EESL.1.1.b. During a conversation, use eye gaze, gesture, vocalization, or an augmentative communication device to communicate with a peer or an adult. <i>Ex.</i> During the morning meeting, the teacher looks out the window and comments about the weather (e.g., “It looks rainy out there!”) Then the teacher shows the student a related picture (e.g., The teacher shows the student a picture of rain and says, “This is rain.”) The student attends or responds to the picture.</p>
<p>SL.1.1.c. Asks questions to clear up any confusion about the topics and texts under discussion.</p>	<p>EESL.1.1.c. Ask a question about a familiar topic or text during a class discussion.</p>	<p>Level IV Students will: EESL.1.1.c. Ask questions for clarification about familiar topics or texts during a class discussion. <i>Ex.</i> During shared reading, point to a page in the book and ask a question for clarification (e.g., “What is the dog doing?”).</p> <p>Level III Students will: EESL.1.1.c. Ask a question about a familiar topic or text during a class discussion. <i>Ex.</i> At lunchtime, use a form of communication (e.g., verbal communication or sign language) to ask a question (e.g., “What do you have for lunch?”).</p> <p>Level II Students will: EESL.1.1.c. Given choices, select a question to ask about a familiar topic during a class discussion to get more information. <i>Ex.</i> During snack time, the student points to a picture symbol (e.g., more, all done). As the student touches <i>more</i> the teacher says, “Can I have more?”</p> <p>Level I Students will: EESL.1.1.c. Attend to peers asking a question about a familiar topic or text during a class discussion. <i>Ex.</i> Attend to participants in a group asking questions about the weather.</p>
<p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>EESL.1.2. Ask or answer questions about details from a text or information presented orally or through other media.</p>	<p>Level IV Students will: EESL.1.2. Ask and answer questions about key details from a text or information presented orally or through other media. <i>Ex.</i> Ask, “What’s that?” in reference to a picture in a book, and answer the teacher when he or she responds, “What do you see?”</p> <p>Level III Students will: EESL.1.2. Ask or answer questions about details from a text or information presented orally or through other media. <i>Ex.</i> Answer questions about key details presented in a story read aloud. <i>Ex.</i> Point to a picture in a book to respond when asked a question (e.g., “Where is the brick house?”).</p> <p>Level II Students will: EESL.1.2. Answer a question about details from a text or information presented orally or through other media. <i>Ex.</i> Answer a question (e.g., “What did the boy see?”) using a detail from the text.</p> <p>Level I Students will: EESL.1.2. Answer a yes or no question about details from a text or information presented orally or through other media.</p>
<p>SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>EESL.1.3. Ask or answer a question to gather additional information about what a speaker says.</p>	<p>Level IV Students will: EESL.1.3. Ask and answer a question to gather additional information about what a speaker says. <i>Ex.</i> Student asks a question to expand on information provided by the teacher (e.g., The teacher says, “The boy left school.” The student asks, “Why did the boy leave school?”).</p>

		<p>Level III Students will: EESL.1.3. Ask or answer a question to gather additional information about what a speaker says. <i>Ex.</i> The student answers a question after a weather presentation (e.g., “When will it rain?”).</p> <p>Level II Students will: EESL.1.3. Given choices, select a question to gather additional information about what a speaker says. <i>Ex.</i> Give choices, student chooses the correct question to ask to support an ongoing conversation.</p> <p>Level I Students will: EESL.1.3. Attend to a peer asking a question to gather additional information about what a speaker says.</p>
<p>Presentation of Knowledge and Ideas.</p> <p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>EESL.1.4. Describe familiar people, places, things, or events with relevant details.</p>	<p>Level IV Students will: EESL.1.4. Describe people, places, things, and events with relevant details. <i>Ex.</i> Describe an event (e.g., Teenage Mutant Ninja Turtles birthday party) that they attended with relevant details.</p> <p>Level III Students will: EESL.1.4. Describe familiar people, places, things, or events with relevant details. <i>Ex.</i> Describe a favorite movie by using photographs of movie characters and different scenes from the movie.</p> <p>Level II Students will: EESL.1.4. Describe a familiar person or place with a relevant detail. <i>Ex.</i> Given familiar adjectives, describe a favorite toy or item.</p> <p>Level I Students will: EESL.1.4. Attend to a relevant detail that describes a familiar person. <i>Ex.</i> Attend to familiar people at their ability level (e.g., using eye gaze, gesture, vocalization, or an augmentative communication device).</p>
<p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>EESL.1.5. Add a drawing or other visual display to a description when appropriate to support an idea or feeling.</p>	<p>Level IV Students will: EESL.1.5. Add drawings or other visual displays to descriptions when appropriate to support ideas, thoughts, or feelings. <i>Ex.</i> After answering a question (e.g., What do you want for your birthday?), add a drawing or additional oral description to give more information.</p> <p>Level III Students will: EESL.1.5. Add a drawing or other visual display to a description when appropriate to support an idea or feeling. <i>Ex.</i> After expressing a feeling (e.g., I’m happy today), draw a picture or give more oral detail to support the feeling.</p> <p>Level II Students will: EESL.1.5. Given choices, select a drawing or visual display to support an idea or feeling. <i>Ex.</i> Given choices, select a drawing or other visual display that supports an idea or feeling.</p> <p>Level I Students will: EESL.1.5. Attend to a peer selecting a drawing or visual display to support a feeling.</p>
<p>SL.1.6. Produce complete sentences when appropriate to the task and situation.</p>	<p>EESL.1.6. Produce a simple, complete sentence that is appropriate for a given task.</p>	<p>Level IV Students will: EESL.1.6. Produce complete sentences that are appropriate for a given task. <i>Ex.</i> Respond with complete sentences to a question (e.g., The teacher asks, “What are you doing after school?”).</p>

		<p>Level III Students will: EESL.1.6. Produce a simple, complete sentence that is appropriate for a given task. <i>Ex.</i> Respond with a simple, complete sentence to a question (e.g., The teacher asks, “What do you want for your birthday?”).</p> <p>Level II Students will: EESL.1.6. With a peer, produce a simple, complete sentence that is appropriate for a given task.</p> <p>Level I Students will: EESL.1.6. Attend to a peer producing a simple, complete sentence that is appropriate for a given task.</p>
Language		
<p>Conventions of Standard English.</p> <p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1.a. Print all upper- and lowercase letters.</p>	<p>EEL.1.1. Demonstrate an emerging understanding of standard English grammar and usage when communicating.</p> <p>EEL.1.1.a. Produce some upper and lowercase letters from the alphabet.</p>	<p>Level IV Students will: EEL.1.1.a. Produce many upper and lowercase letters from the alphabet. <i>Ex.</i> Using a writing tool, write their first and last name using upper and lowercase letters. <i>Ex.</i> Using a keyboard, type many letters from dictation.</p> <p>Level III Students will: EEL.1.1.a. Produce some upper and lowercase letters from the alphabet. <i>Ex.</i> Using a writing tool, write their first name using upper and lowercase letters. <i>Ex.</i> Copy words from the word wall or classroom charts using upper and lowercase letters.</p> <p>Level II Students will: EEL.1.1.a. Produce familiar letters from the alphabet. <i>Ex.</i> Select familiar letters from a keyboard, eye gaze chart, or using partner-assisted scanning. <i>Ex.</i> Print or type the first letter of their first name.</p> <p>Level I Students will: EEL.1.1.a. Produce a letter in their first name. <i>Ex.</i> Given their first name written without the first letter, pick up letter and place in front of their name.</p>
<p>L.1.1.b. Use common, proper, and possessive nouns.</p>	<p>EEL.1.1.b. Identify familiar nouns.</p>	<p>Level IV Students will: EEL.1.1.b. Identify familiar common and proper nouns. <i>Ex.</i> Use common and proper nouns to name objects in familiar surroundings. <i>Ex.</i> Identify proper nouns in familiar classroom routines (e.g., month, day of the week, names, holidays).</p> <p>Level III Students will: EEL.1.1.b. Identify familiar nouns. <i>Ex:</i> Identify familiar nouns (e.g., their name, mom, dog, desk, chair). <i>Ex.</i> Name familiar objects using nouns when prompted (e.g., “What is that?”).</p> <p>Level II Students will: EEL.1.1.b. Given choices, identify one familiar noun. <i>Ex.</i> Recognize pictures of common nouns from choices when prompted (e.g., “Show me the bus.”).</p> <p>Level I Students will: EEL.1.1.b. Attend to familiar nouns.</p>

		<i>Ex. Respond to pictures of family members, teachers, and peers.</i>
L.1.1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	EEL.1.1.c. Not Applicable***	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities.
L.1.1.d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything).	EEL.1.1.d. Use common personal pronouns (e.g., I, me, he, she, and you).	<p>Level IV Students will: EEL.1.1.d. Use some personal pronouns (e.g., I, me, he, she, you, we, they, etc.). <i>Ex. Use I or me to refer to themselves and him, her, or you to refer to others appropriately.</i></p> <p>Level III Students will: EEL.1.1.d. Use common personal pronouns (e.g., I, me, he, she, and you). <i>Ex. Use you to refer to others when speaking to them.</i> <i>Ex. Given choices (e.g., he, she), complete the sentence with the correct pronoun (e.g., ____ is my friend.).</i></p> <p>Level II Students will: EEL.1.1.d. Use a common personal pronoun (e.g., I, me, and you). <i>Ex. Respond when asked, "Who needs help?" (e.g., "I need help" or "Help me.").</i></p> <p>Level I Students will: EEL.1.1.d. Attend to the use of a personal pronoun that refers to them. <i>Ex. Activate a single message voice output device with the message "me" in response to a teacher request (e.g., The teacher asks student, "Who is here today? You can say "me" with the message by pressing your switch.").</i> <i>Ex. Gesture by pointing to themselves or sign by placing their hand on their chest to reply "me" during a shared reading activity.</i></p>
L.1.1.e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	EEL.1.1.e. Not Applicable***	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities.
L.1.1.f. Use frequently occurring adjectives.	EEL.1.1.f. Use familiar, frequently-occurring adjectives (e.g., big, hot, red).	<p>Level IV Students will: EEL.1.1.f. Use frequently-occurring adjectives. <i>Ex. When asked, name a few frequently-occurring adjectives to describe a familiar object or place (e.g., house, playground, bus, car).</i> <i>Ex. Given a picture, give two or more frequently-occurring adjectives (e.g., high, fun, shiny, long, two [and other numbers]) to describe the picture.</i></p> <p>Level III Students will: EEL.1.1.f. Use familiar, frequently-occurring adjectives (e.g., big, hot, red). <i>Ex. When asked to describe an object (e.g., "Tell me about ____."), give a familiar, frequently-occurring adjective as a response.</i></p> <p>Level II Students will: EEL.1.1.f. Match a familiar adjective with a familiar picture. <i>Ex. Given an adjective, match a picture with the correct adjective (e.g., Hot matches a picture of fire.).</i> <i>Ex. Given choices, select a symbol for an adjective that describes an object (e.g., The teacher holds up an apple, and the student chooses red.).</i></p> <p>Level I Students will: EEL.1.1.f. Attend to a familiar adjective that describes a familiar person or picture. <i>Ex. Attend to a teacher writing or saying an adjective that describes a familiar person or picture.</i></p>

<p>L1.1.g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>L1.1.h. Use determiners (e.g., articles, demonstratives).</p>	<p>EEL.1.1.g-h. Not Applicable***</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for these standards that are appropriate for students with significant cognitive disabilities.</p>
<p>L.1.1.i. Use frequently occurring prepositions (e.g., during, beyond, toward).</p>	<p>EEL.1.1.i. Use familiar, frequently occurring prepositions (e.g., in, out, on, off, over, under, behind, above, between).</p>	<p>Level IV Students will: EEL.1.1.i. Use frequently-occurring prepositions. <i>Ex.</i> Use a frequently-occurring preposition (e.g. <i>behind</i>) during ordinary conversation (e.g., When the student comes into the classroom, they respond to the direction, "Put the bag <i>behind</i> the cubby."). <i>Ex.</i> Use the correct preposition when asked a question (e.g., When the student comes into the classroom, the teacher helps the student find their cubby and says, "Should we put the bag <i>in</i> or <i>on</i> the cubby?").</p> <p>Level III Students will: EEL.1.1.i. Use familiar, frequently occurring prepositions (e.g., in, out, on, off, over, under, behind, above, between). <i>Ex.</i> Use the correct preposition (e.g. <i>under</i>) to complete a sentence (e.g., Push your chair _____ your desk). <i>Ex.</i> Demonstrate a preposition (e.g. <i>between</i>) using an action.</p> <p>Level II Students will: EEL.1.1.i. Recognize familiar, frequently occurring prepositions (e.g., in, on). <i>Ex.</i> Point to or look at an object in the appropriate location depending on the preposition given. <i>Ex.</i> Recognize <i>in</i> when asked a question (e.g., "Is the banana <i>in</i> the box?") by responding with yes or no.</p> <p>Level I Students will: EEL.1.1.i. Attend to a familiar preposition demonstrated in a familiar routine. <i>Ex.</i> Attend to peers demonstrating a preposition using an action (e.g., Students put hands <i>over</i> their head during a song).</p>
<p>L.1.1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>EEL.1.1.j. Produce a complete simple declarative or interrogative sentence.</p>	<p>Level IV Students will: EEL.1.1.j. Produce or expand a complete, simple declarative and interrogative sentence. <i>Ex.</i> During shared writing, add onto to a sentence starter to form a simple declarative or interrogative sentence.</p> <p>Level III Students will: EEL.1.1.j. Produce a complete simple declarative or interrogative sentence. <i>Ex.</i> Given a picture, produce a simple declarative or interrogative sentence.</p> <p>Level II Students will: EEL.1.1.j. Produce a complete, simple declarative sentence. <i>Ex.</i> Given a picture and word choices, produce a simple declarative sentence.</p> <p>Level I Students will: EEL.1.1.j. Attend to the production of a complete, simple declarative sentence. <i>Ex.</i> Attend to teacher or peer producing a simple declarative sentence.</p>
<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>EEL.1.2. Demonstrate emerging understandings of the use of standard English conventions of capitalization, punctuation, and spelling when writing.</p>	<p>Level IV Students will: EEL.1.2.a. Capitalize dates or names of people.</p> <p>Level III Students will: EEL.1.2.a. Capitalize names of familiar people.</p>

<p>L.1.2.a. Capitalize dates and names of people.</p>	<p>EEL.1.2.a. Capitalize names of familiar people.</p>	<p>Level II Students will: EEL.1.2.a. Capitalize the first letter of their name.</p> <p>Level I Students will: EEL.1.2.a. Attend to capital letter in their first name.</p>
<p>L.1.2.b. Use end punctuation for sentences.</p>	<p>L.1.2.b. Use end punctuation for a declarative or interrogative sentence.</p>	<p>Level IV Students will: L.1.2.b. Use end punctuation for declarative and interrogative sentences.</p> <p>Level III Students will: L.1.2.b. Use end punctuation for a declarative or interrogative sentence.</p> <p>Level II Students will: L.1.2.b. Given choices, match the end punctuation with the correct sentence.</p> <p>Level I Students will: L.1.2.b. Point to the end punctuation in a sentence.</p>
<p>L.1.2.c. Use commas in dates and to separate single words in a series.</p>	<p>EEL.1.2.c. Not Applicable***</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities.</p>
<p>L.1.2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	<p>EEL.1.2.d. Use conventional spelling for words with common spelling patterns.</p>	<p>Level IV Students will: EEL.1.2.d. Use conventional spelling for words with common spelling patterns or for familiar, frequently-occurring irregular words. <i>Ex.</i> Student spells words with common spelling patterns correctly (e.g., cat, hat, hand, sand, sick, tick). <i>Ex.</i> Student spells frequently-occurring irregular words correctly (e.g., was, were, are, said).</p> <p>Level III Students will: EEL.1.2.d. Use conventional spelling for words with common spelling patterns. <i>Ex.</i> Student spells words with common spelling patterns correctly (e.g., cat, hat, sun, fun, run).</p> <p>Level II Students will: EEL.1.2.d. Use conventional spelling for one word with a common spelling pattern. <i>Ex.</i> Given choices, choose the correct spelling of a word with a common spelling pattern to complete a sentence.</p> <p>Level I Students will: EEL.1.2.d. Attend to words with a common spelling pattern. <i>Ex.</i> During a shared writing activity, attend to a peer or teacher writing a word with a common spelling pattern.</p>
<p>L.1.2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>EEL.1.2.e. Not Applicable***</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities.</p>
<p>Knowledge of Language.</p> <p>L.1.3. (Begins in grade 2)</p>	<p>EEL.1.3. (Begins in grade 2)</p>	<p>EEL.1.3. (Begins in grade 2)</p>
<p>Vocabulary Acquisition and Use.</p>		<p>Level IV Students will:</p>

<p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>L.1.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>EEL.1.4. Demonstrate emerging understanding of unknown words or phrases from familiar texts using a variety of strategies.</p> <p>EEL.1.4.a. Use clues, including text and pictures, to determine the meaning of a word.</p>	<p>EEL.1.4.a. Use clues, including text and pictures, to determine the meaning of a word or phrase. <i>Ex.</i> Point to pictures within a text that illustrate the meaning of unknown words or phrases that are read.</p> <p>Level III Students will: EEL.1.2.a. Use clues, including text and pictures, to determine the meaning of a word. <i>Ex.</i> When asked a question about a new vocabulary word, select a picture in the text that helps determine the meaning of the new word.</p> <p>Level II Students will: EEL.1.4.a. Given choices, match a picture with a word to determine its meaning. <i>Ex.</i> Given choices, match a picture from the text with a new word learned during shared reading.</p> <p>Level I Students will: EEL.1.4.a. Attend to peers using clues in a text to determine the meaning of a word. <i>Ex.</i> During a shared reading, attend to peers matching pictures with words in a text.</p>
<p>L.1.4.b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>L.1.4.c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>	<p>EEL.1.4.b.-c. Not Applicable***</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for these standards that are appropriate for students with significant cognitive disabilities.</p>
<p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5.a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<p>EEL.1.5. With prompting and support, demonstrate an emerging understanding of word relationships.</p> <p>EEL.1.5.a. Sort familiar words into categories (e.g., color and number words).</p>	<p>Level IV Students will: EEL.1.5.a. Sort words into categories. <i>Ex.</i> From a variety of choices, select words that belong in a given category (e.g., transportation, foods, animals, musical instruments).</p> <p>Level III Students will: EEL.1.5.a. Sort familiar words into categories (e.g., color and number words). <i>Ex.</i> Sort familiar words (e.g., two, four, blue, pink) into the correct categories (e.g., numbers and colors).</p> <p>Level II Students will: EEL.1.5.a. Given choices, sort picture-word combinations into the correct categories. <i>Ex.</i> Place picture-word combinations into the correct category (e.g., Place the card with the word “red” and a red dot into the color category. Place the card with the number symbol 2 and the word two into the number category.).</p> <p>Level I Students will: EEL.1.5.a. Attend to peers sorting picture-word combinations into the correct categories.</p>
<p>L.1.5.b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p>	<p>EEL.1.5.b. Sort words into basic categories and identify one attribute.</p>	<p>Level IV Students will: EEL.1.5.b. Sort words into categories and identify attributes. <i>Ex.</i> First, sort words into the correct categories (e.g., fruits and vegetables), and identify attributes (e.g., The apple is red and hard. The carrot is orange and long.).</p> <p>Level III Students will: EEL.1.5.b. Sort words into basic categories and identify one attribute. <i>Ex.</i> First, sort words into correct categories (e.g., foods), and identify one attribute (e.g., The apple is red. The banana is yellow.).</p> <p>Level II Students will: EEL.1.5.b. Given choices in the same category, match the correct attribute to the corresponding word.</p>

		<p>Ex. Given choices in a specific category (e.g., animals), match the attribute to the word (e.g., brown to bear and yellow to duck).</p> <p>Level I Students will: EEL.1.5.b. Attend to peers sorting words into categories by their attributes.</p>
<p>L.1.5.c. Identify real-life connections between words and their uses (e.g., note places at home that are <i>cozy</i>).</p>	<p>EEL.1.5.c. Identify real-life connections between familiar words and their use.</p>	<p>Level IV Students will: EEL.1.5.c. Identify real-life connections between words and their use. Ex. Given a descriptor (e.g., warm), identify words to make a real-life connection (e.g., campfire, blanket, sun).</p> <p>Level III Students will: EEL.1.5.c. Identify real-life connections between familiar words and their use. Ex. From a variety of choices, make a real-life connection between a familiar word (e.g., bed, pillow, coat) and a descriptor (e.g., sleep, soft, warm).</p> <p>Level II Students will: EEL.1.5.c. Given choices, make a real-life connection between a familiar word and its use. Ex. Given a variety of familiar words (e.g., soup and popsicle), make a real-life connection by matching with a familiar descriptor (e.g., hot, cold, or colors).</p> <p>Level I Students will: EEL.1.5.c. Attend to peers making real-life connections between a familiar word and its use.</p>
<p>L.1.5.d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>	<p>EEL.1.5.d. Not Applicable***</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities.</p>
<p>L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>	<p>EEL.1.6. Use words acquired through conversations or during shared reading activities.</p>	<p>Level IV Students will: EEL.1.6. Use words or phrases acquired through conversations or during shared reading activities. Ex. Use a greeting (e.g., What did you do last night?) acquired through repeated conversations. Ex. After a shared reading of a familiar text (e.g., <i>Green Eggs and Ham</i>), retain and use a repeated phrase (e.g., I do not like _____). Ex. After a shared reading of an informational text, identify and use vocabulary words that are on the word wall.</p> <p>Level III Students will: EEL.1.6. Use words acquired through conversations or during shared reading activities. Ex. After a shared reading or watching a movie, use names of characters or places during conversation.</p> <p>Level II Students will: EEL.1.6. Recognize a word acquired through conversations or during shared reading. Ex. Given a transitional word (e.g., P.E., music, science, library), pick the related icon on the visual schedule.</p> <p>Level I Students will: EEL.1.6. Attend to a word acquired during shared reading. Ex. Attend to a word on the word wall from a shared reading.</p>

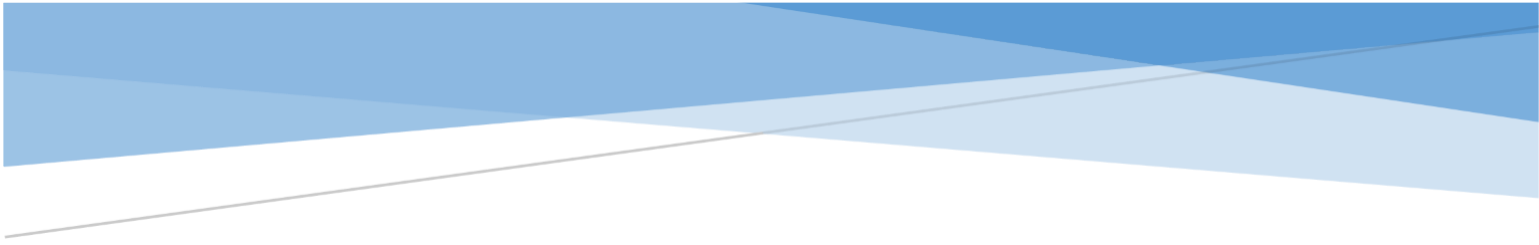
9-Yr Plan for Wyoming Content & Performance Standards (WYCPS) Review
Approved by the State Board of Education (SBE) on July 27, 2015 (*update shared with SBE March 17, 2016)

WYCPS Content Area	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
SCIENCE	Review Cycle											Review Cycle
Science Extended Standards			Review Cycle									
MATH			Review Cycle									
Math Extended Standards					Review Cycle							
FINE & PERFORMING ARTS					Review Cycle							
HEALTH					Review Cycle							
PHYSICAL EDUCATION					Review Cycle							
LANGUAGE ARTS (ELA)							Review Cycle					
FOREIGN LANGUAGE							Review Cycle					
ELA Extended Standards									Review Cycle			
SOCIAL STUDIES									Review Cycle			
CAREER & VOCATIONAL ED.									Review Cycle			

2/22/2016 * Update adds review cycle for Extended Standards in the content areas of Science, Mathematics, and Language Arts

W.S. 21-2-304 (c)

The SBE shall perform an ongoing review of state board duties prescribed by law and may make recommendations to the legislature on board duties. In addition and not less than once every nine (9) years, the board shall evaluate and review the uniformity and quality of the education program standards imposed under W.S. 21-9-101 and 21-9-102 and the student content and performance standards promulgated under paragraph (a)(iii) of this section....



A COMPREHENSIVE FRAMEWORK FOR A STATEWIDE SYSTEM OF SUPPORT FOR WYOMING

A Report from the Collaborative Council of the
Wyoming Statewide System of Support to the State
Board of Education

**Written on behalf of the Statewide System of Support Collaborative
Council by:**
Joel Dvorak, Facilitator
Statewide System of Support Collaborative Council

Mar 17, 2016

Collaborative Council Members

1. **University of Wyoming, College of Education**
 - a. **Audrey Kleinsasser, Ph.D.**, Executive Director of School/University Partnership
 - b. **Leslie Rush, Ph.D.**, Associate Dean
2. **Wyoming Center for Educational Leadership**
 - a. **Mark Stock, Ed.D.**, Director
3. **Wyoming Association of School Administrators**
 - a. **Kevin Mitchell**, Superintendent, Park County SD#1
 - b. **Gerry Chase, Ed.D.**, Superintendent, Johnson County SD#1
 - c. **Diana Clapp**, Superintendent, Fremont County SD#6
 - d. **Owen St. Clair**, Superintendent, Fremont County SD#14
4. **Wyoming Community College Commission**
 - a. **Jim Rose, Ed.D.**, Executive Director
5. **Wyoming State Curriculum Directors**
 - a. **Kelly Hornby**, Assistant Superintendent, Campbell County
 - b. **Joanne Flanagan, Ed.D.**, Assistant Superintendent, Fremont 25
6. **Wyoming Association of Secondary Principals**
 - a. **Ken Griffith**, Executive Director
7. **Wyoming Association of Elementary Principals**
 - a. **Scott Schiller**, Principal, Southside Elementary, Powell
8. **Wyoming Education Association**
 - a. **Dirk Andrews**, Elementary Teacher, Evansville Elem., Casper
 - b. **Jeff Jelskey**, High School Teacher, Natrona County High School, Casper
9. **Wyoming State Board of Education**
 - a. **Paige Fenton Hughes, Ed.D.**, Liaison to State Board of Education
 - b. **Pete Gosar**, Chairman, or designee
 - c. **Kathryn Sessions**, Board Member
10. **Wyoming Department of Education**
 - a. **Brent Young**, Chief Policy Officer
 - b. **Jillian Balow**, Superintendent of Public Instruction or designee
 - c. **Shelly Andrews**, Accountability Division
11. **Professional Teacher Standards Board**
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 - b. **Janine Teske**, President
13. **Instructional Facilitator**
 - a. **Mick Wiest**, Instructional Facilitator for Development of Professional Learning Communities, Sheridan (2014 Wyoming Teacher of the Year)
14. **AdvancED**
 - a. **Geri Fitzgerald**, Wyoming Director
15. **Facilitator**
 - a. **Joel Dvorak, Ed.D.**, CEO, Joel Dvorak & Associates, LLC

A COMPREHENSIVE FRAMEWORK FOR A STATEWIDE SYSTEM OF SUPPORT FOR WYOMING

Introduction

The Collaborative Council focused its work on the creation of a Statewide System of Support that can be successfully deployed, that is sustainable, and that will build capacity in all Wyoming schools as part of a concerted effort to improve student outcomes.

The Council was guided in its work by the January 2012 Accountability Report; Wyoming State Statute W.S. 21-2-204 (f) and (k); and the Governance Study for the State of Wyoming Joint Interim Education Committee submitted on September 10, 2014, by Cross & Jofus. The Council used these documents as guides to establish the parameters of the Statewide System of Support and to ensure that the system design met all the requirements of state statute. The Council members then employed their expertise and varied perspectives to generate recommendations for a Statewide System of Support that would build capacity for all districts and schools in Wyoming as they work to improve outcomes for students. We highlight the recommendations below and then provide details in the sections that follow.

Collaborative Council Recommendations

1. Develop a mission for the Collaborative Council and a framework to ensure that the Council becomes an enduring and resilient initiative that can consolidate the efforts and utilize the resources of multiple educational agencies in the state.
2. Create a strategic plan for the Statewide System of Support with goals, strategies, and action steps that delineate a clear path to implementation.
3. Create a logic model that communicates the framework and process for supporting schools and districts as they work to improve student outcomes.
4. Provide support to the schools demonstrating the greatest need in Wyoming during the 2015-16 school year as determined by the Wyoming Accountability Model while continuing to design a comprehensive support system for all schools.
5. Develop an Evaluation Model for the Statewide System of Support to measure its effectiveness.

The remainder of this document is organized by first providing more detail regarding each recommendation above and then offering a rationale for the recommendation. The final part of this document is a discussion of challenges that need to be overcome for the successful implementation of each of the recommendations as well as a discussion of the potential of this unique framework to build a positive collective impact on Wyoming's pK-12 education system.

Recommendations for a Statewide System of Support for Wyoming

Recommendation #1: A Framework for an Enduring and Resilient Collaborative Council

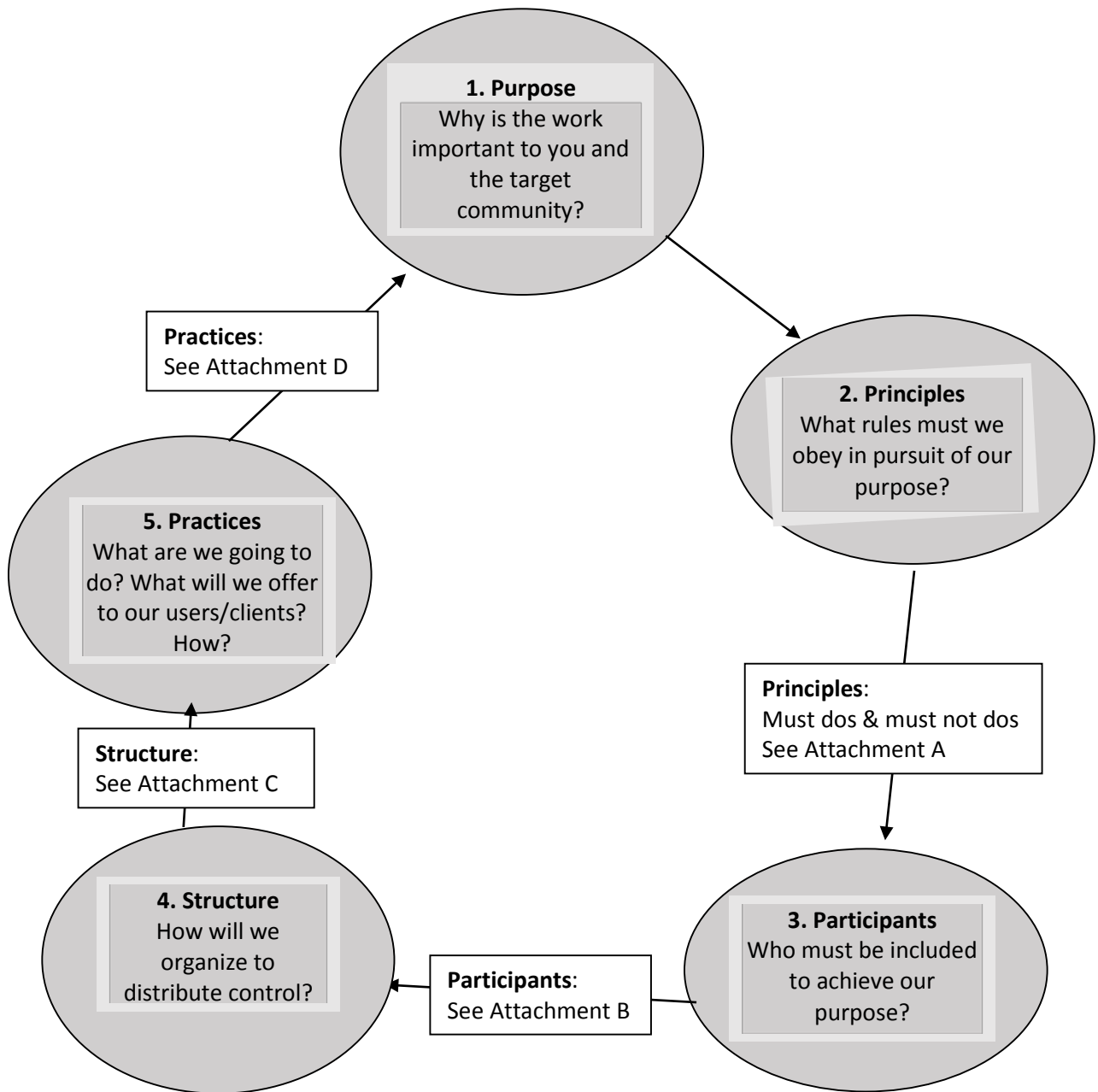
It is recommended that the Collaborative Council for the Statewide System of Support adhere to the Five Principles of an Enduring Initiative developed collaboratively over a series of Council meetings. The process used to create the framework of a durable and resilient Collaborative Council was adapted from the work of Henri Lipmanowicz and Keith McCandless in their book, *The Surprising Power of Liberating Structures* (2013). The Purpose to Practice (P2P) liberating structure guided the Collaborative Council as it worked to define the five principles it would employ to become a high performing initiative that would thrive far into the future regardless of the “changing of the guard” in state governance structures. The following page is the P2P framework. It is followed by the attachments that provide detail to the function of the Collaborative Council.

Principles to Practice (P2P) Model

SSoS Collaborative Council

Purpose:

The Collaborative Council exists to provide strategic direction for the purpose of unifying and aligning the efforts of multiple education stakeholders who will develop and deploy an effective Statewide System of Support for all Wyoming students.



Source: Lipmanowicz, Henri & McCandless, Keith. *The Surprising Power of Liberating Structures: Simple Rules to Unleash a Culture of Innovation*. San Bernardino: Liberating Structures Press. 2013. Print.

Attachment A

“Must Do’s” from February 5, 2016 Collaborative Council Meeting

Norms for the Collaborative Council

1. Remember your customers
2. Communicate back to the organization you represent
3. Bring your organizations feedback to the Council
4. Attend and engage in Council meetings
5. Be a learner
6. Be a listener
7. Limit distractions
8. Complete tasks (be dependable)
9. Be Action Oriented
10. Rise above the politics
11. Exhibit systems thinking
12. Honor collective agreements
13. Display equitable treatment for all agencies
14. Establish clarity
15. Empower the target constituencies
16. Build systems and work that are sustainable

Attachment B

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Attachment C

Structures for Collaborative Council

1. The Collaborative Council recommends that WDE hire a director for the Statewide System of Support: The person holding this position will lead and facilitate the work of the Collaborative Council.
2. The Council will use the DuFour's Model for Consensus Decision Making. It is defined as follows:

Consensus is achieved when:
 - a. All points of view have not only been heard but solicited, and
 - b. The will of the group is evident to those who most oppose it.
3. Agencies who are a part of the Council will use their own processes for rotating/transitioning their representatives on the Collaborative Council. A priority is to stagger transitions so the Council maintains its history and integrity. The director shall communicate clearly to prospective members:
 - a. The length of terms (TBD)
 - b. The time commitment required
 - c. The responsibilities of council members (See Attachment A)
 - d. The process by which members are accepted to or released from the Collaborative Council (TBD)
4. A communication document will be prepared with "Talking Points" at the end of each Council meeting.
5. Format for meetings: face-to-face vs. ZOOM technology, will be determined at a later date.

Attachment D

Practices of the Statewide System of Support

SSOS Goal

The Goal of the Statewide System of Support is to increase the percentage of schools that meet or exceed Wyoming Accountability in Education Act (WAEA) expectations each year and to assist all schools toward demonstrating improvement by school year 2022-23.

Strategies

Strategy #1: Inform continuous improvement through comprehensive needs assessment.

Action Steps:

1. The Wyoming Department of Education will complete steps 1, 2, and 3 of the SSOS Logic Model by Summer, 2016, for the 17 schools identified by the Wyoming Accountability Framework as “not meeting expectations” for two consecutive years.
 - a. Dr. Dvorak will set a second meeting with each superintendent/leadership team to coordinate the Data Review/Root Cause Analysis training dates.
 - b. Dr. Dvorak will bring plus/deltas back to the Collaborative Council from each meeting with districts to inform continuous improvement of the process.
 - c. The Council will build a glossary of terms for the Statewide System of Support.
 - d. The WDE team will complete an electronic meeting with each of the 17 schools and 12 districts to discuss and inform leadership as to process and rules for working together.
2. The Wyoming Department of Education will build and execute a State Data Review Summit and/or Data Review Workshops by summer of 2016.
 - a. A team from WDE and the Collaborative Council will meet to coordinate the Data Summit with the Human Centered Design/Root Cause Model.
 - b. Joel Dvorak and Mick Wiest will plan a pilot of the Human Centered Design Root Cause Model with Supt. Owen St. Clair of Wyoming Indian Schools this spring.
 - c. All efforts will comply with ESSA requirements: School level needs assessment will result in a comprehensive plan for school improvement.
3. The Wyoming Center for Educational Leadership will offer an academy, the content of which will be primarily based on conducting needs assessment for schools (Syllabus to include root cause analysis training, etc.). It will be open to all schools.

Strategy #2: Build capacity in all schools, districts, and the state through collaborative processes, communication, and a commitment to high student achievement.

Action Steps:

1. Modify and integrate the Wyoming Association of School Administrators Statewide PLC Model into a Statewide System of Support Model.
 - a. A team from WDE and the Council will work on integrating the Statewide PLC Flowchart.

- b. WDE will develop the job descriptions, deliverables, and contracts for the SSOS Director and Regional Support Coordinators.
 - c. The Director will develop a training program for regional support coordinators that include the following skill sets: Professional Learning Communities, AdvancED Accreditation, Needs Assessment, Coaching of Adults, and Networking Principles/Practices.
 - d. WDE will hire a Director of the Statewide System of Support that will also lead the Collaborative Council.
 - e. The Director will create and lead a high performing team of regional support coordinators.
2. Continue the Work of Project ECHO.
 - a. Engage in ECHO projects for principals (to be focused on turn around strategies).
 - b. Use ECHO Project as a mechanism to provide training and bridge the gap before full implementation of the SSOS can be implemented.
 - c. Provide professional development and training on Professional Learning Communities through an ECHO Project in Educational Leadership.
 - d. Work with schools (Director of SSos) to develop an ECHO model and calendar that best meets the needs of the regions. One objective will be to transfer a portion of the regional support coordinators role to instructional facilitators from districts. The director's role would be to work with district instructional facilitators to build a year-long calendar for PD.
 - e. Seek necessary resources: District funds (IF positions), State Funds (SSOS Director and \$50,000 for ECHO).
 - f. Scale the initial work of ECHO to fill regional support coordinators positions who will continue to network districts/schools with ECHO resources.
 - g. Identify methods of leveraging various funding sources to support capacity building.
 3. Continue and expand executive leadership coaching training through WyCEL (7 principals are currently being coached).

One of the unique and powerful aspects of this recommendation for the Wyoming Statewide System of Support is the structure and function of the Collaborative Council. Because of the size, population and nature of Wyoming it was possible to bring key stakeholders from 15 education agencies together to shape and support this recommendation. The collective intelligence and unique perspectives of the leaders of these agencies have been put to good use in this effort. Each representative's expertise and perspective on Wyoming's pK-12 education system was heard, valued, and incorporated into the design of this model. An added benefit to the work of the Collaborative Council is the ownership of this system and the support that goes along with that ownership. Fifteen education agencies that have a direct role in shaping Wyoming's pK-12 education system now have ownership in the Statewide System of Support because they were involved in the design process that created it.

The ownership and cooperation engendered by active participation in the design process of this system of support by these 15 agencies is unique to the state of Wyoming's model. The Wyoming State Board of Education and the Wyoming Department of Education are to be commended for supporting the development of this organic model. No other state system of support of which we are aware has involved this type of collaborative effort. As the Collaborative Council continues to mature and improve in its function, it will become even more effective in setting strategic direction, deploying effective strategies, and creating a positive (and aligned) collective impact on the pK-12 education system in Wyoming.

Recommendation #2: A Strategic Plan for the Statewide System of Support

It is recommended that the Strategic Plan developed by the Collaborative Council guide the deployment of the Statewide System of Support. The Strategic Goal of the Statewide System of Support is to increase the percentage of schools that will meet or exceed Wyoming Accountability in Education Act (WAEA) expectations each year and to assist all schools toward demonstrating improvement by school year 2021-22. This goal is supported by two major strategies:

1. Inform continuous improvement through comprehensive needs assessment.
2. Build capacity in all schools, districts, and the state through collaborative processes, communication, and a commitment to high student achievement.

Each of these comprehensive strategies is supported by a continuously evolving and improving set of action steps. The first strategy is being acted upon in the 2015-16 school year by deploying school data summits and/or workshops facilitated by Wyoming Department of Education staff for the 17 schools in Wyoming who have “not met expectations” for two consecutive years as determined by the Wyoming Accountability in Education Act metrics. As follow-up to the data summits/workshops, a root cause analysis is being conducted with each school. The root cause analysis findings inform the schools’ improvement planning documents and processes. The school data summits/workshops have begun, and the intent is to complete the first round of work with 17 schools before summer of 2016. In addition, AdvancED offers a diagnostic review that is a deep data dive that may be helpful to schools/districts as they use accreditation results to drive improvement efforts.

There is also an effort underway to build a Root Cause Analysis process using Human Centered Design to enhance the Data Summits/Root Cause Analysis Process currently being implemented. Most barriers to high student achievement in schools and districts fall into two general categories: structural barriers and/or attitudinal barriers. The intent of the Human Centered Design Process is to go deeper into the attitudinal barriers that may be contributing to a culture that does not promote/support all students learning at high levels. These attitudinal barriers may exist in the classroom, the building, the district or the community. This human centered design process is intended to help discover the root attitudinal cause wherever it may exist in a district/community.

One major action step that supports the second strategy of building capacity in schools, districts and the state through collaborative processes, communication and a commitment to high student achievement is the development and deployment of a regional support model. This model entails the deployment of regional support coordinators that would not only serve schools and districts within their region but across the entire state, based upon matching needs with expertise. These regional support coordinators would bring with them a wide variety of experiences and a high degree of credibility from successfully leading effective and high performing classroom/schools/districts in Wyoming. They would also receive common training and become highly skilled in the areas of: Professional Learning Communities, AdvancED Accreditation, Needs Assessment, School Improvement, Coaching Adults, and Networking. This high performing team of Wyoming educators will become the workforce of hands-on people who will work directly and continuously with schools and districts to support the hard work of improving student achievement. They will build positive, trusting relationships with the educators in their region and come to have intimate knowledge of each school’s culture and school improvement efforts. This direct, on-site regional support model is the cornerstone of the strategy to build capacity in all schools in Wyoming.

This regional model for supporting and building capacity in schools/districts is not only advocated by the Collaborative Council but is also supported by the Governance Study for the State of Wyoming Joint Interim Education Committee submitted on September 10, 2014, by Cross & Joftus. On pages 33 and 34 of this report one reads the following: “Educators with proven track records should be hired and assigned as **Regional Support Coordinators** to: get to know the strengths and needs of their assigned districts and schools well, and –coordinate supports and information sharing with the WDE, other districts, and other providers, as appropriate.”

On the following page you will find a Statewide System of Support Flowchart that describes the structure of the regional support model. This model distributes the resource of regional support coordinators in an equitable manner. It also takes into consideration the extra support needed in Fremont County as they work hard to meet the needs of the Native American student population in that county. The model also recommends that a Director for the Statewide System of Support be hired to lead the development, training and deployment of the regional model as well as facilitate the work of the Collaborative Council.

The first work of the Director of the Statewide System of Support would be to deploy a support system for one or two regions in the state. This first work would support the most needy schools as well as create lighthouse schools/districts that could act as models and hubs for sharing of best practice for the entire state. These two regions would be lay the groundwork for and would act as a bridge to full implementation of the regional model when funds become available.

Statewide System of Support

Building High-Performance Learning Systems through Collaborative Frameworks and Targeted Support

Wyoming SSoS Mission:
To increase the percentage of schools that meet or exceed Wyoming Accountability in Education Act (WAEA) expectations each year while supporting continuous improvement in all Wyoming schools.

WDE and State Board of Education

SSoS Team Training:
Internal and External

SSoS Evaluation and Accountability:
Internal and External

Statewide Director

Regional Responsibility

Regional Coordinators

NE

Campbell 1; Crook 1; Johnson 1; Sheridan 1, 2, 3; Weston 1, 7

NW

Bighorn 1, 2, 3, 4; Hot Springs 1; Park 1, 6, 16; Washakie 1, 2

SW

Carbon 1, 2; Lincoln 1, 2; Sublette 1,9; Sweetwater 1, 2; Uinta 1, 4, 6; Teton 1

SE

Albany 1; Goshen 1; Laramie 1, 2; Platte 1, 2;

Central

Converse 1, 2; Natrona 1; Niobrara 1

Fremont

Fremont 1, 2, 6, 14, 21, 24, 25, 38

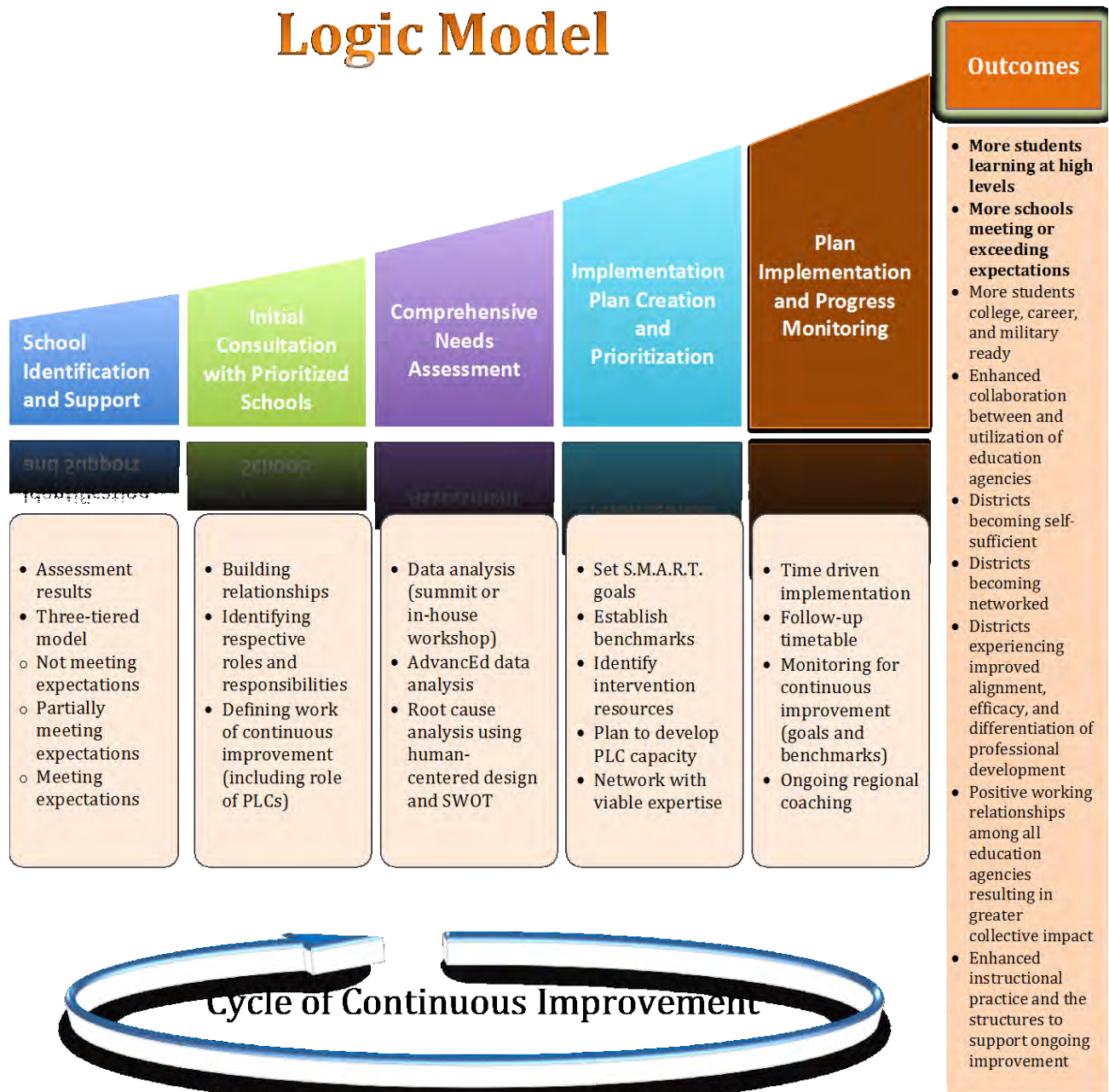
Coordinators' Skill Set:

- Professional Learning Communities
- AdvancEd
- Needs Assessment
- School Improvement
- Coaching Adults
- Networking

Recommendation #3: A Logic Model for the Statewide System of Support

It is recommended that the Statewide System of Support be informed by the following Logic Model:

Statewide System of Support Logic Model



Statewide System of Support Collaborative Council

- Quarterly identify system's needs and opportunities
- Evaluate and update collaborative efforts of education agencies
- Evaluate effectiveness of SSoS work to date

This one-page logic model is an implementation framework for the Statewide System of Support that reflects the strategic thinking of the Collaborative Council. Brent Young, Chief Policy Officer for the Wyoming Department of Education brought an early version of this logic model from the Minnesota Department of Education to the State Board of Education in August, 2015. The Council, over a series of meetings, personalized the logic model and wove into its fabric the strategic work that has made it a Wyoming implementation framework for the Statewide System of Support. This model now contains the major strategies and action steps that are a part of the strategic planning process undertaken by the Council. This one document brings coherence and alignment to the strategic work of the Council and the implementation framework to deploy the Statewide System of Support.

One important outcome that will be forthcoming from this Logic Model will be its use as the framework for an implementation handbook that will be developed and shared with all school districts in Wyoming. The various sections can be explained in greater detail in a pull-down menu on a WDE web page. In addition, this logic model can be used as a single page communication guide to frame how the Statewide System of Support will use the continuous improvement process to help build capacity in all schools. This framework can and will be differentiated to meet the individual needs of all schools. Schools that are not meeting expectations as well as those that are meeting or exceeding expectations can all benefit from this framework.

Recommendation #4: A 2015-16 Action Plan for Supporting Schools “Not Meeting Expectations”

It is recommended that the Statewide System of Support focus its initial efforts on positively affecting those schools most in need during the 2015-16 school year while continuing to build a more comprehensive model to serve all schools in Wyoming. It is clear to the State Board of Education, the Wyoming Department of Education and all the agencies represented on the Collaborative Council that we have schools in Wyoming that need support in raising student achievement right now. This urgency was not lost on the Collaborative Council. Therefore, some of the first work of the Council was to determine what action steps could be taken immediately to provide support to those schools.

These actions included face-to-face meetings with the leadership of each district, a Web meeting with each district (led by Brent Young), one-to-one principal coaching, professional development through the ECHO project, formative assessment training, and the deployment of a data review/root cause analysis process. Joel Dvorak executed the meetings with each district’s superintendent and/or leadership team. The purposes of these meetings were to build relationships with the leaders, explain the work of the Collaborative Council, complete a simple needs assessment, and bring information back to the Council to inform next steps. The Web meetings led by Brent Young were intended to inform each of the 17 schools and their district leadership about the statutes, rules, and regulations that will impact them as they move through the processes of the Wyoming Accountability Model. These meetings were very well received and opened a dialog that led to the first data review/root cause analysis deployment in Fremont County. The Wyoming Center for Educational Leadership initiated a one-to-one principal coaching model that has included principals of schools most in need as well as the ECHO Project that provides professional development through the internet on a weekly basis. In addition, formative assessment training was delivered regionally by the Wyoming Department of Education. That training involved over 1000 teachers across Wyoming. Finally, on-site data review/root cause analysis workshops are being scheduled this spring for the remaining schools that have been categorized as “not meeting expectations” for two years.

The support for these schools/districts will continue into the next school year with the addition of regular on-site coaching. As these schools and districts modify their school improvement plans as a result of the root cause analysis, on-site coaching will be provided to support implementation of strategies that the districts/schools have determined will best serve the needs of their teachers and students. This differentiation of support based on specific school/district needs is a critical attribute to this support framework.

Recommendation #5: An Evaluation Model for the Statewide System of Support

It is recommended that the work of the Collaborative Council and the Statewide System of Support be evaluated by outside experts to best inform all stakeholders regarding the effectiveness of deployment and the efficacy of both frameworks. The Wyoming Department of Education staff are working collaboratively with representatives from the Council to determine what the critical metrics should be to effectively and efficiently evaluate the function of both the Collaborative Council and the Statewide System of Support. Engaging in this collaborative process to determine metrics for evaluation early in the development process is best practice.

In the early stages of the implementation of the Statewide System of Support it will be important to have measures related to the fidelity of deployment of the strategies and action steps taken by the system. As the system becomes fully implemented, the metrics would evolve to measure the impacts the Statewide System of Support activities are having on adult behaviors and student outcomes.

The evaluation of the work of the Collaborative Council will require different metrics. These metrics should be designed to evaluate the collective impact the work of the Council is having on the function of each participating agency and the pK-12 education system as a whole. Tools could be developed to measure changes in the strategic direction, processes and emphases that each partner agency is experiencing because of its participation in the Collaborative Council. Emphasizing, through evaluation processes, the collective impact that is being experienced by these agencies and the pK-12 system is very important. A positive collective impact on each agency and the pK-12 education system is a very powerful outcome of the Council's work.

Challenges for Implementation

Full implementation of the recommendations for the Statewide System of Support faces several challenges. The first challenge to consider is adequate and sustainable funding. The Wyoming Department of Education has done an excellent job of reviewing agency budgets and creating a specific budget line item for the Statewide System of Support. The level of funding in this budget alone is not adequate to immediately fund full implementation of the Statewide System of Support recommendations. Therefore, one challenge will be how to prioritize and phase in the strategies and action steps within the plan. The structure of the Collaborative Council and the people who participate in its work make it an ideal group to provide the good thinking necessary to manage this challenge.

Another challenge will be how to continue to support the most needy schools in the state before full implementation can be reached. In Recommendation #4 there are several supports that can be continued within the budget resources that are available. One additional resource that can be added immediately is to provide a coordinator/coach for those 12 districts. This person would be available to work on-site with district and school leadership as they implement the improvement strategies the district has determined through data reviews and root cause analysis processes. This person would provide the additional support these schools/districts need and would help sustain improvement efforts until this type of resource becomes available in all regions of the state.

The Every Student Succeeds Act (ESSA) has passed Congress and has been signed into law by President Obama. The ESSA requires the execution of several actions by states that are needed to meet the requirements of and align to the expectations of this reauthorization of the Elementary and Secondary Education Act. One challenge for educators and legislators in Wyoming is to modify the current Education Accountability Statutes to meet the requirements within the ESSA. A part of the modification of current law will be to ensure the Statewide System of Support meets all federal requirements. The opportunity in the ESSA is that there are Federal dollars available for states to use to support struggling schools. These federal dollars combined with the funds available within the Wyoming Department of Education could become an adequate and sustainable budget resource for the full implementation of the Statewide System of Support. These federal dollars are projected to become available in July, 2017.

Maintaining, nurturing and supporting the Collaborative Council as an enduring and resilient initiative will be a challenge. The initial work of the Council was to create a clear mission, determine how they were going to work together, and then work collaboratively to build a strategic plan for the Statewide System of Support. This has been important work and it is only the beginning of the impact the Council can have on the 90,000+ pK-12 students in Wyoming. This hard working group of volunteers from 15 education agencies in Wyoming has the potential to have a powerful collective effect on each of the agencies they represent as well as Wyoming's pK-12 education system. This impact is further discussed in the next section.

A Unique Framework and Collective Impact

A unique aspect to the manner in which the State Board of Education and the Wyoming Department of Education approached the design process for the Statewide System of Support is the creation and function of the Collaborative Council. This design structure is unique to Wyoming and is more comprehensive than the design processes used by other states as they built their systems of support. Why is this so important? The fifteen agencies that have representation on the Council view the pK-12 education system through their unique lenses. These deep and specialized perspectives create a robust and insightful dialogue that adds value to the strategies and actions that will be deployed within the Statewide System of Support. In addition, networking among the members of the Council creates opportunities to build partnerships, avoid redundancy of effort, and coordinate and align work in a way that maximizes the impact of the various institutions and initiatives. Specific examples of this collective effort could include: policy work by PTSB to support individualized professional development for teachers; graduate students at the College of Education doing action research to support Wyoming schools; the Wyoming Center for Education Leadership providing on the job coaching to principals and superintendents; and the Wyoming School Boards Association aligning board training to specific needs brought to them by coordinators. These are just a few of the possibilities that can be reached if the work of the Collaborative Council can mature into an organization that creates a collective impact.

The mission of the Collaborative Council is: "The Collaborative Council exists to provide strategic direction for the purpose of unifying and aligning the efforts of multiple education stakeholders who will develop and deploy an effective Statewide System of Support for all Wyoming students." The best hope of the Council to have a profound impact on Wyoming's education system rests in this phrase of the mission statement, "the purpose of unifying and aligning the efforts of multiple education stakeholders". The positive collective impact on the young people of Wyoming that can be achieved by unified and aligned efforts from each of these agencies cannot be overemphasized.

Many of the challenges teachers, administrators, and board members in districts currently face in raising student achievement in Wyoming schools are the result of misalignment, miscommunication, and a lack of coherence from those agencies who have the good intentions of supporting them the most. To meet this systemic challenge, members of the Collaborative Council continue to engage in the hard work of unifying and aligning their agencies support efforts and create a Statewide System of Support that is second to none. When this mission is achieved it will have a transformational effect on the lives and outcomes for all of our pK-12 students in Wyoming.

References

Cross & Joftus. Governance Study for the State of Wyoming Joint Interim Education Committee. September 10, 2014.

Lipmanowicz, Henri and McCandless, Keith. (2013). *The Surprising Power of Liberating Structures*.

Marion, S., and Domaleski, C. (January 31, 2012). The Wyoming Comprehensive Accountability Framework: Phase I. A Report to the Wyoming Select Committee on Statewide Education Accountability.

Wyoming Accountability in Education Act. W.S. 21-2-204 (f) and (k).

**ACTION SUMMARY SHEET
STATE BOARD OF VOCATIONAL EDUCATION**

DATE: March 18, 2016

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the March 18, 2016 meeting.

SUPPORTING INFORMATION ATTACHED:

- Agenda

PREPARED BY: *Chelsie Oaks*
Chelsie Oaks, Executive Assistant

APPROVED BY: _____

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

State Board of Vocational Education

March 18, 2016

Hulett Community Center

401 Sager Street

Hulett, Wyoming

A G E N D A

	Call to Order – Pete Gosar			
1.	Pledge of Alleigance Roll Call			8:00 a.m.
2.	Approval of Agenda – Pete Gosar		Action	8:10 a.m.
3.	Minutes from February 22, 2016		Action	8:15 a.m.
4.	Annual Perkins Letter		Action	8:20 a.m.
5.	Adjournment			8:30 a.m.

**ACTION SUMMARY SHEET
STATE BOARD OF VOCATIONAL EDUCATION**

DATE: March 18th, 2016

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the February 22, 2016

SUPPORTING INFORMATION ATTACHED:

- Minutes from February 22,2016

PREPARED BY: *Chelsie Oaks*
Chelsie Oaks, Executive Assistant

APPROVED BY: _____

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

WYOMING STATE BOARD OF VOCATIONAL EDUCATION

February 22, 2016

2300 Capitol Ave

Hathaway Building, Basement Conference Room

Wyoming State Board of Education members present: Pete Gosar, Ken Rathbun, Kathy Coon, Hugh Hageman, Jim Rose, Dicky Shanor, proxy for Jillian Balow, Sue Belish, Nate Breen, Scotty Ratliff, Kathryn Sessions, Walt Wilcox, and Belenda Willson

Members absent:

Also present: Chelsie Oaks, WDE; Brent Young, WDE; Paige Fenton Hughes, SBE Coordinator; Mackenzie Williams, Attorney General's Office (AG); Kristen Galloway, Wyoming Tribune Eagle; Kathy Scheurman, WEA.

CALL TO ORDER

Chairman Pete Gosar called the meeting to order at 3:45 p.m.

Chelsie Oaks conducted roll call and established that a quorum was present.

APPROVAL OF AGENDA

Kathy Coon moved to approve the agenda as presented, seconded by Sue Belish; the motion carried.

PERKINS PERFORMANCE INDICATORS FOR 2014-2015

Guy Jackson and Randal Butt, WDE, reviewed the highlights of the information provided and notified the board that a new data collection for the Perkins Grant was being built. Additionally, Guy reviewed the secondary and post-secondary CTE fact sheet.

PERKINS PERFORMANCE IMPROVEMENT PLAN FOR READING AND MATH

Guy Jackson provided a revised copy of the performance improvement plan for reading and math to board members and reviewed the document with the board.

ROADMAP TO STEM CONFERENCE

Guy Jackson gave information on the STEM conference on August 1-3, 2016 in Rock Springs. He invited all board members to attend.

At the next meeting the annual letter for the Perkins grant will be presented and a request for approval will be made.

The State Board of Vocational Education adjourned at 4:19 p.m.

March 17, 2016

Edward R. Smith
Chief, Program Administration Branch
Division of Academic and Technical Education
Office of Vocational and Adult Education
U. S. Department of Education
Potomac Center Plaza
550 12th Street, SW, Room 11060
Washington, DC 20202-7241

Dear Mr. Smith:

On behalf of the Wyoming State Board of Vocational Education, I am pleased to submit the following items for approval to your agency to meet the requirements to receive fiscal year (FY17) Perkins IV grant awards.

Request to Extend State Plan

The State of Wyoming requests to extend its state plan for FY 17.

Revision to the State Plan

The State of Wyoming has made no revisions to its state plan for FY17.

Updated Budget

The budget reflects the anticipated allotments from funds that will be available for program year ten, beginning on July 1, 2016, for Title I of Perkins IV.

Thank you for your time and consideration. If you have questions or I can be of assistance, please don't hesitate to contact me at pete.gosar@wyboards.gov.

Sincerely,

Pete Gosar, Chairman

Wyoming State Board of Vocational Education

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: March 18, 2016

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the March 18, 2016 State Board of Education meeting.

SUPPORTING INFORMATION ATTACHED:

- Agenda

PREPARED BY: *Chelsie Oaks*
Chelsie Oaks, Executive Assistant

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

Wyoming State Board of Education Agenda

Wyoming education partners support a student-centered learning system in which all Wyoming students graduate prepared and empowered to create and own their futures.

March 17 th , 2016 Hulett Community Center 401 Sager Street Hulett, Wyoming		
8:45 a.m.-10:00 a.m.	Tour of Hulett School Outdoor Classroom	
10:00 a.m.-10:20 a.m.	Wyoming State Superintendent Update	Tab A
10:20 a.m.-11:00 a.m.	Order on Guild Charter School Hearing- Mackenzie Williams	
11:00 a.m.-12:00 p.m.	Board Reports and Updates- Paige Fenton Hughes & Brent Young <ul style="list-style-type: none"> • Legislative Wrap-Up • Definition of a High School Graduate • Native American Education • NASBE Grant Meeting Update • Standards Trigger Discussion • ESSA Update & Crosswalk • Science Standards • 2014 ELA Extended Standards 	Tab B
		Tab C
		Tab D
		Tab E
		Tab F
12:00 p.m.-1:00 p.m.	Lunch	
1:00 p.m.-3:00 p.m.	Continuation of Board Reports and Updates	
3:00 p.m.-5:00 p.m.	Wyoming Statewide System of Support- Joel Dvorak	Tab G
March 18, 2016 Hulett Community Center 401 Sager Street Hulett, Wyoming		
8:00 a.m.- 8:30 a.m.	State Board of Vocational Education	
	<ul style="list-style-type: none"> • Roll Call • Pledge of Allegiance 	
	<ul style="list-style-type: none"> • Approval of Agenda 	Tab H
	<ul style="list-style-type: none"> • Minutes - February 22, 2016 	Tab I
	<u>Discussion Items:</u> <ul style="list-style-type: none"> • Letter on State Plan for Perkins- Guy Jackson 	Tab J

8:30 a.m.- 8:45 a.m.	State Board of Education	
	• Call to order	
	• Approval of agenda	Tab K
	• Minutes - February 22, 2016	Tab L
	• Treasurer's report	
8:45 a.m. – 9:15 a.m.	<u>SBE Committee Reports</u>	
	• Communication Committee	Tab M
	• Administration Committee	Tab N
9:15 a.m. – 10:00 a.m.	<u>Discussion Items:</u>	
	• Restructuring Plans Update- Brent Bacon	
10:00 a.m.- 12:00 p.m.	<u>Action Items:</u>	
	• Chapter 31 Rules Revisions- Shelly Andrews	Tab O
	• Recommendation of Court Ordered Placement of Students, Potential Provider- Jo Ann Numoto	Tab P
	• Science Standards- Laurie Hernandez	Tab Q
	• 2014 ELA Extended Standards- Laurie Hernandez	Tab R
12:00 p.m. – 12:30 p.m.	Lunch	
12:30 p.m. – 2:00 p.m.	Continuation of Action Items	
2:00 p.m.- 2:15 p.m.	Other issues, concerns, discussion, public comment:	
	Adjourn	

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: March 18, 2016

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the State Board of Education meeting on February 22, 2016

SUPPORTING INFORMATION ATTACHED:

- Minutes of February 22, 2016

PREPARED BY: *Chelsie Oaks*
Chelsie Oaks, Executive Assistant

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

WYOMING STATE BOARD OF EDUCATION
February 22, 2016
2300 Capitol Ave
Hathaway Building, Basement Conference Room

Wyoming State Board of Education members present: Pete Gosar, Ken Rathbun, Kathy Coon, Hugh Hageman, Jim Rose, Dicky Shanor, proxy for Jillian Balow, Sue Belish, Nate Breen, Scotty Ratliff, Kathryn Sessions, Walt Wilcox, and Belenda Willson

Members absent:

Also present: Chelsie Oaks, WDE; Brent Young, WDE; Paige Fenton Hughes, SBE Coordinator; Mackenzie Williams, Attorney General's Office (AG); Kristen Galloway, Wyoming Tribune Eagle; Kathy Scheurman, WEA; Charles Olivas, Laramie CSD #1.

CALL TO ORDER

Chairman Pete Gosar called the meeting to order at 10:16 a.m.

Chelsie Oaks conducted roll call and established that a quorum was present.

WYOMING STATE SUPERINTENDENT UPDATE

Dicky Shanor, proxy for Superintendent Balow, notified the Board that the Superintendent was unable to attend the meeting due to scheduling conflict with the University of Wyoming Board of Trustees meeting. Mr. Shanor offered to answer any questions on the Superintendent memo that was forwarded to the Board.

Board members expressed their concern that the Superintendent was not present and that her memo was not sent to them in a timely manner to review.

Additionally, Board members discussed their frustration with not being included in budget recommendations to the Joint Appropriations Committee concerning the State Board of Education's budgets and position. Board members asked that communication be given to them before hand and not after the fact.

EDUCATION NORTHWEST AND STATEWIDE SYSTEM OF SUPPORT

Caitlin Scott and Steve Underwood from Education Northwest presented to the board the information provided in the packet on the logic model of the Statewide System of Support (SSoS), the purpose of external evaluation, and plans for evaluating SSoS. Additionally, Joel Dvorak gave an update on where the SSoS is currently and that the comprehensive plan will be given in the March meeting.

BOARD REPORTS AND UPDATES

Legislative Update

Paige Fenton Hughes, SBE Coordinator, and Brent Young, SBE Liaison, reviewed the Wyoming Education Association's bill chart with the Board.

Native American Education

Rob Black, WDE, gave the board updates on what the department was working on for Native American education, the Native education conference. Paige Fenton Hughes mentioned that in the Joint Education Meeting in Jackson in December Native American education initiatives was brought up and I wanted to bring it to everyone's attention so they could be thinking about it before having a more full discussion in person in March

Paige Fenton Hughes passed out a draft memo on the interim topics from the Board to the Joint Education Committee Co-Chairs. She noted that the memo does not suggest actual studies but continuation of work during the interim. The memo highlighted on system of support, the alignment of polices and statutes with rigorous college and career ready standards, a permanent executive director and administrative support, and continues accountability and assessment work.

ESSA Update

Brent Young notified the Board that an Every Student Succeeds Act (ESSA) Update will be on every State Board agenda and that in the March meeting a crosswalk between ESSA and WAEA will be presented.

Science Standards

Brent Young presented the materials provided in the board packet on the proposed timeline for the 2016 Science Standards review. Additionally, Brent notified the board that it will look at the actual standards in the next SBE meeting.

ELA Extended Standards

Brent Young explained that in 2015 the committee that worked on the 2014 Extended Language Arts standards expressed its concern that the standards that were adopted were not that standards that the committee had agreed upon. Brent emphasized that the error was only made in the extended standards.

The board discussed the process and implications of starting the promulgation process and requested that the department come back in March with more specifics on the errors and a timeline of how long this process would take to remedy the standards.

SBE COMMITTEE REPORTS

Communication Committee Report

Paige Fenton Hughes discussed the logos that have been proposed to the Board, and revealed the final logo chosen by the committee. Chairman Gosar thanked the communications committee for all their work on the logo. A hard copy of the SBE communications packet will be passed out in the March SBE meeting.

WSBA Meeting

Nate Breen gave highlights of the Wyoming School Boards Association conference and noted that a lot of legal updates were given on the conference.

CONVENING OF STATE BOARD OF VOCATIONAL EDUCATION

The board convened as the Wyoming State Board of Vocation Education at 3:45 p.m. and adjourned at 4:19 p.m.

CONVENING OF THE STATE BOARD OF EDUCATION

The board convened as the Wyoming State Board of Education at 4:20 p.m.

APPROVAL OF AGENDA

Walt Wilcox moved to approve the agenda as presented, seconded by Nate Breen; the motion carried.

APPROVAL OF MINUTES

Minutes from the January 25, 2016 State Board of Education meeting were presented for approval.

Scotty Ratliff moved to approve the minutes as presented, seconded by Scotty Ratliff; the motion carried.

TREASURER'S REPORT

SBE Treasurer, Ken Rathbun, presented to the Board a simplified report in the SBE Budgets. Ken requested that the Board adopt this simplified approach to the budget outlines. Scotty Ratliff moved to approve the treasurer's report and the simplified budget outline, seconded by Walt Wilcox; the motion carried.

PUBLIC COMMENT

Charles Olivas gave public comment on the disconnect between local districts and their constituents.

STATE SUPERINTENDENT DUTIES AND STATE BOARD OF EDUCATION DUTIES

The board had requested in a previous meeting that Mackenzie Williams, board attorney re-do this list to reflect the current statutes. Sue Belish thanked Mackenzie for his work on the document. A final document will be forwarded to the board through Chelsie.

ELECTION OF OFFICERS

Scotty Ratliff moved that the officers of the State Board of Education remain the same, Kathryn Sessions seconded, the board approved unanimously.

Paige Fenton Hughes requested to discuss the next steps for Kelly at Pascal Public Relations. She asked that Kelly be permitted to work on content for the SBE website, that she be included in a communications committee meeting on the science standards roll out, have we work on issues that come up during the legislative session and ongoing communication strategic plan support. All these tasks align under the contract amendment for Pascal Public Relations as other tasks approved by the board.

Sue Belish requested that a list of legislative task be provided at the end of the session as well as the above additional duties.

ORDER ON GUILD CHARTER SCHOOL HEARING

Mackenzie Williams presented a draft order on the Guild Chart School hearing on February 20, 2016.

Walt Wilcox recused himself.

Scotty Ratliff moved to approve the order as presented, seconded by Nate Breen.

Board members further discuss the order and determine more time is needed to review the proposed order, the motion is tabled. State Board of Education members are to send all suggestions to Mackenzie Williams. A special meeting may be called for approval of the order.

NEXT MEETING

The Board's next meeting will take place in Hulett, Wyoming on March 17-18, 2016.

The meeting adjourned at 5:10 p.m.

DRAFT



March 11, 2016

MEMORANDUM

To: State Board of Education

From: Paige Fenton Hughes- Coordinator

RE: Communications Committee

Your communications committee met on March 10, 2016 to talk with Kari Eakins and the WDE communications team about the press release and information surrounding the draft science standards. Kari shared with the committee a press release, video, FAQ sheet, historical timeline, letter from science standards committee parents, and letter from science standards committee business community members. Kari, Brent, and Laurel from the WDE communications team shared their thoughts and rationale with the committee and Kelly Pascal Gould. Questions were asked by committee members. Kenny and Scotty can share additional information at the meeting.

Pete Gosar, Chair
Kathy Coon, Vice Chair
Ken Rathbun, Treasurer
Jillian Balow, State Superintendent
Sue Belish
Nate Breen

Wyoming State Board of Education
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307-777-6213
<http://edu.wyoming.gov/board/>

Hugh Hageman
Scotty Ratliff
Kathryn Sessions
Walt Wilcox
Belenda Willson
Jim Rose



March 11, 2016

MEMORANDUM

To: State Board of Education

From: Paige Fenton Hughes- Coordinator

RE: Administration Committee Update

The administrative committee will meet on March 15, 2016 to discuss the coordinator position, committees for assessment work in the interim, and other topics. Because the committee will meet after the meeting packet is distributed, we provide a thorough update and have a discussion at the meeting.

Pete Gosar, Chair
Kathy Coon, Vice Chair
Ken Rathbun, Treasurer
Jillian Balow, State Superintendent
Sue Belish
Nate Breen

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Scotty Ratliff
Kathryn Sessions
Walt Wilcox
Belenda Willson
Jim Rose



WYOMING
DEPARTMENT OF EDUCATION

*Creating Opportunities
for Students to Keep
Wyoming Strong*

Jillian Balow

Superintendent of Public Instruction

Dicky Shanor

Chief of Staff

Brent Bacon

Chief Academic Officer

Brent Young

Chief Policy Officer

Dianne Bailey

Chief Operations Officer



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On the Web

edu.wyoming.gov
wyomingmeasuresup.com

MEMORANDUM

TO: Chairman Gosar, State Board of Education
FROM: Brent Young, Chief Policy Officer
DATE: March 10, 2015
RE: Agenda Item Overview

Meeting Date: March 18, 2015

Agenda Item: Chapter 31, Graduation Requirements
Repeal or Revised Rules Approval

Item Type: Action: X Informational: _____

Background:

Senate Enrolled Act (SEA) No. 87 (2015 Session Laws, Chapter 179) eliminated the requirement for a high school diploma to provide an endorsement level (tiered diploma) to be stated on a student's transcript (W.S. 21-2-304 (a)(iv)). This legislation also eliminated district assessment system annual reporting and review requirements. District assessment systems (DAS) will now be reviewed as part of the accreditation process every five years on a staggered basis (W.S. 21-2-304 (a)(iv)).

The Department proposes your consideration of two options related to regulatory guidance to support compliance with legislative changes enacted through 2015 SEA No. 87(2015 Session Laws, Chapter 179).

1) Repeal of Chapter 31 Graduation Requirements. Rules Chapter 6 School Accreditation, and Chapter 10 Wyoming Content and Performance Standards were reviewed to determine whether or not regulatory guidance to support compliance with the legislative changes enacted through SEA No. 87 was already contained within these existing rules. This review was done in consultation with a representative group of curriculum and assessment professionals from districts across the state (District Assessment System Steering Committee). The general consensus was that existing rules provide the necessary regulatory guidance for graduation requirements and district assessment system reporting and review requirements. The District Assessment System Guidebook has also been finalized as informal guidance to provide further support to districts related to the DAS design and review process. Given the existing guidance in Chapters 6 and 10, and given the governor's executive order directing agencies to reduce rules and

regulations where possible, repeal of Chapter 31 is proposed for the board's consideration.

2) *Revisions to Chapter 31 Graduation Requirements.* The board adopted emergency rules eliminating the tiered diploma endorsement requirement and the district assessment system annual reporting and review requirement. These emergency rules were approved by the Governor on August 18, 2015 and again on December 15, 2015 for a second 120-day period. In response to concerns about the deficiency of guidance contained in the approved emergency rules, additional revisions to Chapter 31 Graduation Requirements rules were drafted. The District Assessment System Steering Committee was instrumental in this process. The revised rules incorporate Chapter 6 and Chapter 10 by reference as guidance related to graduation requirements and district assessment system reporting and review. Specific guidance related to annual attestation requirements and three year review requirements are also included. These revised rules are submitted for the board's consideration.

Statutory References (if applicable):

2015 Senate Enrolled Act No. 87 (2015 Session Laws, Chapter 179) Revisions to W.S. 21-2-304 and 21-3-110

Fiscal Impact (if applicable)

None noted

Supporting Documents/Attachments:

- Chapter 31 repealed rules, strikethrough and underline (emergency and regular rules are the same)
- Chapter 31 repealed rules, clean copy (emergency and regular rules are the same)
- Chapter 31 revised rules, strikethrough and underline (emergency and regular rules are the same)
- Chapter 31 revised rules, clean copy (emergency and regular rules are the same)
- Statement of Reasons – Provides a timeline of changes in law related to graduation requirements and the district assessment system and support the proposal to repeal Chapter 31.
- District Assessment System Guidebook providing additional informal support to districts

For questions or additional information:

Please contact Shelly Andrews, shelly.andrews@wyo.gov, or 307-777-3781

Suggested motions/recommendation:

- 1) To adopt Emergency Rules, repealing Chapter 31, Graduation Requirements, and approval to move forward with regular rules promulgation to repeal Chapter 31;

Action taken by State Board of Education: _____ ***Date:*** _____

Or:

- 2) To adopt Emergency Rules, Revised Chapter 31, Graduation Requirements, as proposed, and approval to move forward with regular rules promulgation to revise Chapter 31.

Action taken by State Board of Education: _____ ***Date:*** _____

State Board of Education

March 18, 2016

Rules Chapter 31 Graduation Requirements

Chapter 31 Graduation Requirements

- Emergency Rule Update
 - Approved for 2nd 120 day period on December 15
 - Provides the authority for districts to eliminate the tiered diploma endorsement on transcripts
 - Provides the authority to eliminate the annual reporting requirement for the district assessment system
 - Emergency Rule expires on April 13, 2016

Review of information provided to date:

- Adoption of regular rules – rescinded
- Reviewed history of legislative changes
- Reviewed history of changes to Chapter 31
- Reviewed content of Chapter 6 School Accreditation
- Reviewed content of Chapter 10 Wyoming Content and Performance Standards

Action on Chapter 31 Rules for Consideration

1. Repeal Chapter 31 Graduation Requirements
 - Chapter 6 content
 - Chapter 10 content
 - DAS Guidebook
 - Governor’s directive to reduce rules and regulations
 - Draft rules document review

Action on Chapter 31 Rules for Consideration

2. Revise Chapter 31 Graduation Requirements
 - Chapter 6 incorporated by reference
 - Chapter 10 incorporated by reference
 - Specific guidance on annual attestation and 3 year standards implementation
 - Draft rules document review

OTHER QUESTIONS?

Wyoming Department of Education
Chapter 31
Wyoming Graduation Requirements

NOTE – THIS DOCUMENT IS REPEALING RULES – REGULAR AND EMERGENCY

Section 1. Authority.

~~(a) These rules and regulations are promulgated pursuant to the Wyoming Education Code of 1969 (as amended 2002) [W.S. 21-2-304 (a) (i) (ii) (iii) and (iv)].~~

Section 2. Applicability.

~~(a) These rules and regulations pertain to the requirements for graduation from any public high school within any school district of this state. It is the intention of the state board of education to prescribe uniform student content and performance standards for the common core of knowledge and the common core of skills specified under W.S. 21-9-101(b) and to establish requirements for earning a high school diploma with which public schools (K-12) must comply.~~

Section 3. Promulgation, Amendment, or Repeal of Rules.

~~(a) These rules and any amendments thereof shall become effective as provided by the Wyoming Administrative Procedures Act. (W.S. 16-3-101 through 16-3-115)~~

Section 4. Definitions.

~~(a) Advanced Performance. The level of performance as defined in the performance standards level descriptors contained in the sets of uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a) (iii) and W.S. 21-9-101 (b)]~~

~~(b) Common Core of Knowledge. Areas of knowledge each student is expected to acquire at levels established by the state board of education. [W.S. 21-9-101 (b)(i)]~~

~~(c) Common Core of Skills. Skills each student is expected to demonstrate at levels established by the state board of education. [W.S. 21-9-101 (b)(iii)]. These skills may be integrated into the uniform student content and performance standards for the Common Core of Knowledge.~~

~~(d) Compensatory Approach. A compensatory approach for combining information allows higher scores on some measures (or standards) to offset (i.e., compensate for) lower scores on other measures. The most common example of the compensatory approach is the simple average. Within a single common core content area, students can use higher performance~~

on a particular standard, for example, to offset lesser performance on another standard and still be considered proficient in that content area (e.g., mathematics).

~~(e) Conjunctive Approach. A conjunctive approach requires that scores on all measures used must be above the criterion point (cut score) for the student to have met the overall standard. Students must be above the cut score in all common core content areas to meet the graduation requirement.~~

~~(f) Proficient Performance. The level of performance as defined in the performance standards level descriptors contained in the sets of uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a)(iii) and W.S. 21-9-101 (b)]~~

~~(g) School Years of English/Mathematics/Science/and Social Studies. With reference to Chapter 31, “school years” is defined as the credit earned during a school year which is synonymous with a Carnegie Unit of study that reflects the instructional time provided in a class calculated by multiplying the number of minutes a district uses for a class by the number of pupil teacher contact days in the district calendar as approved by the State Board of Education. This instructional time is usually between 125 and 150 hours in a calendar school year.~~

~~(h) Standards for Graduation. The K-12 content standards contained in the uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. They define what students are expected to know and be able to do by the time they graduate. [W.S. 21-2-304 (a)(iii)]~~

~~Section 5. Wyoming Statutes.~~

~~(a) All public school districts, and the schools and personnel within those districts, must comply with the applicable statutes of the State of Wyoming.~~

~~Section 6. Wyoming State Board of Education Policies and Regulations.~~

~~(a) All public school districts, and the schools and personnel within those districts, must comply with applicable state board policies and regulations. (W.S. 21-2-304)~~

~~Section 7. Common Core of Knowledge and Common Core of Skills.~~

~~(a) All public school students shall be proficient in the uniform student content and performance standards at the level set by the state board of education in the following areas of knowledge and skills, emphasizing reading, writing and mathematics in grades one (1) through eight (8) (W.S. 21-9-101):~~

~~Common core of knowledge:~~

~~Reading/Language Arts;~~

~~Social Studies;~~

~~Mathematics;~~

~~Science;~~

~~Fine Arts and Performing Arts;~~

~~Physical Education;~~

~~Health and safety;~~

~~Humanities;~~

~~Career/vocational education;~~

~~Foreign cultures and languages;~~

~~Applied technology;~~

~~Government and civics including state and federal constitutions pursuant to W.S. 21-9-102.~~

~~Common core of skills:~~

~~Problem solving;~~

~~Interpersonal communications;~~

~~Keyboarding and computer applications;~~

~~Critical thinking;~~

~~Creativity;~~

~~Life skills, including personal financial management skills.~~

Section 8. High School Diploma.

~~(a) Requirements for earning a high school diploma from any high school within any school district of this state shall include:~~

~~The successful completion of the following components in grades nine (9) through twelve (12), as evidenced by passing grades or by the successful performance on competency-based equivalency examinations:~~

~~——(i) Four (4) school years of English;~~

~~—— (ii) Three (3) school years of mathematics;~~

~~—— (iii) Three (3) school years of science;~~

~~(iv) Three (3) school years of social studies, including history, American government and economic systems and institutions, provided business instructors may instruct classes on economic systems and institutions. [W.S. 21-2-304 (a)(iii)]~~

~~(b) Satisfactorily passing an examination on the principles of the constitution of the United States and the state of Wyoming. (W.S. 21-9-102)~~

~~(c) Evidence of proficient performance, at a minimum, on the uniform student content and performance standards for the common core of knowledge and skills specified under W.S. 21-9-101(a). A high school diploma shall provide for one (1) of the following endorsements which shall be stated on the transcript of each student:~~

~~(i) Advanced endorsement which requires a student to demonstrate advanced performance in a majority of the areas of the common core of knowledge and skills and proficient performance in the remaining areas of the specified common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards;~~

~~(ii) Comprehensive endorsement which requires a student to demonstrate proficient performance in all areas of the common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards;~~

~~(iii) General endorsement which requires a student to demonstrate proficient performance in a majority of the areas of the common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards;~~

Section 9. District Assessment System.

~~(a) Determination of proficient performance shall be demonstrated by the district and approved by the district board of trustees. [W.S. 21-2-304 (a)(iii) and (iv)].~~

~~The assessment system shall be designed to best meet the needs of individual Wyoming school districts for certifying whether or not students have mastered the common core of knowledge and skills as embedded in the uniform student content and performance standards as~~

specified in W.S. 21-9-101 (b). The assessment system described in this section shall be designed for grades nine (9) through twelve (12) and evaluated according to the following criteria: alignment, consistency, fairness, and standard setting.

~~(i) Guidelines for each criterion shall be determined by the State Board of Education.~~

~~(b) Beginning school year 2014-2015, each district's assessment system shall include a measure or multiple measures for purposes of determining completion high school graduation requirements.~~

~~(c) At a minimum, districts shall use a compensatory approach for combining assessment information at the benchmark and standard level when determining whether students have met the performance requirements for each common core content area.~~

~~(d) Districts shall use a conjunctive approach for combining assessment information across common core of knowledge and skills content areas to determine whether students have met the graduation requirements.~~

~~(e) The district shall report to the state board in accordance with W.S. 21-2-304(a)(iv) on its assessment system on or before August 1, 2015, and each August 1 thereafter.~~

~~(f) All Wyoming school districts with a high school shall submit their assessment system documentation to the Wyoming Department of Education according to the following schedule:~~

~~(i) For the 2003-2004 school year and all following years, districts shall submit yearly updates to their documentation to the Wyoming Department of Education. For the 2004-2005 school year and all following years, this documentation shall include the student performance results relative to the district's assessment system including disaggregation of passing rates. Each school district shall submit the documentation required by this paragraph no later than August 1 of each year.~~

~~(g) For special needs students include accommodations in accordance with their individualized educational programs or 504 plans, and the policies as described in the Policies for the Participation of All Students in District and Statewide Assessment and Accountability Systems, which is available from the Wyoming Department of Education, 2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, Wyoming 82002-0050. These accommodations shall not substantially alter the character of the assessments used to measure student performance.~~

Section 10. Effective Date for Graduation Requirements.

~~(a) Beginning with the graduating class of 2003, each student who successfully completes the requirements set forth in Section 8(a) of this chapter will be eligible for a high school diploma. (W.S. 21-2-304(a)(iii) and (iv) and W.S. 21-9-102.) Thereafter, each student who~~

~~demonstrates proficient performance on the uniform student content and performance standards for the common core of knowledge and skills listed in W.S. 21-9-101(a) of this chapter as set forth in Section 9 of this chapter and who also completes the requirements set forth in Section 8 of this chapter will be eligible for a high school diploma in accordance with the following timeline: (W.S. 21-2-304(a)(iii) and (iv) and W.S. 21-9-102.)~~

~~(b) Students graduating in 2006 and thereafter shall demonstrate proficient performance on the uniform student content and performance standards for language arts, mathematics, science, social studies, health, physical education, foreign language, career/vocational education and fine and performing arts as set forth in Section 8(c) of this chapter.~~

Repealed.

Wyoming Department of Education

Chapter 31

Wyoming Graduation Requirements

Repealed.

NOTE – THIS DOCUMENT IS REPEALING RULES – REGULAR AND EMERGENCY

Wyoming Department of Education
Chapter 31
Wyoming Graduation Requirements

NOTE – THIS DOCUMENT IS REVISING RULES – REGULAR AND EMERGENCY

Section 1. Authority.

~~(a) These rules and regulations are promulgated under pursuant to the Wyoming Education Code of 1969 (as amended 2002) [W.S. 21-2-304 (a) (i) (ii) (iii) and (iv)].~~

Section 2. Applicability.

~~(a) These rules and regulations pertain to the requirements for graduation from any public high school within any school district of this state. It is the intention of ~~the~~ the state board of education to prescribe uniform student Wyoming eContent and pPerformance sStandards through rules Chapter 10 Wyoming Content and Performance Standards, herein incorporated by reference, for the common core of knowledge and the common core of skills specified under W.S. 21-9-101(b) and to establish requirements for earning a high school diploma with which public schools (K-12) must comply.~~

Section 3. Promulgation, Amendment, or Repeal of Rules.

~~(a) These rules and any amendments thereof shall become effective as provided by the Wyoming Administrative Procedures Act. (W.S. 16-3-101 through 16-3-115)~~

Section 4. Definitions.

~~(a) Advanced Performance. The level of performance as defined in the performance standards level descriptors contained in the sets of uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a) (iii) and W.S. 21-9-101 (b)]~~

~~(a) Annual Attestation. With reference to Chapter 31, annual attestation is defined as the process of validating or assuring that something is true.~~

~~(b) Common Core of Knowledge. Areas of knowledge each student is expected to acquire at levels established by the state board of education. [W.S. 21-9-101 (b)(i)]~~

~~(c) Common Core of Skills. Skills each student is expected to demonstrate at levels established by the state board of education. [W.S. 21-9-101 (b)(iii)]. These skills may be~~

integrated into the uniform student content and performance standards for the Common Core of Knowledge.

~~(d) Compensatory Approach. A compensatory approach for combining information allows higher scores on some measures (or standards) to offset (i.e., compensate for) lower scores on other measures. The most common example of the compensatory approach is the simple average. Within a single common core content area, students can use higher performance on a particular standard, for example, to offset lesser performance on another standard and still be considered proficient in that content area (e.g., mathematics).~~

~~(e) Conjunctive Approach. A conjunctive approach requires that scores on all measures used must be above the criterion point (cut score) for the student to have met the overall standard. Students must be above the cut score in all common core content areas to meet the graduation requirement.~~

~~(f) Proficient Performance. The level of performance as defined in the performance standards level descriptors contained in the sets of uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a)(iii) and W.S. 21-9-101 (b)]~~

~~(gb) School Years of English/Mathematics/Science/and Social Studies. With reference to Chapter 31, “school years” is defined as the credit earned during a school year which is synonymous with a Carnegie Unit of study that reflects the instructional time provided in a class calculated by multiplying the number of minutes a district uses for a class by the number of pupil-teacher contact days in the district calendar as approved by the State Board of Education. This instructional time is usually between 125 and 150 hours in a calendar school year.~~

~~(h) Standards for Graduation. The K-12 content standards contained in the uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. They define what students are expected to know and be able to do by the time they graduate. [W.S. 21-2-304 (a)(iii)]~~

Section 5. Wyoming Statutes.

~~(a) All public school districts, and the schools and personnel within those districts, must comply with the applicable statutes of the State of Wyoming.~~

Section 6. Wyoming State Board of Education Policies and Regulations.

~~(a) All public school districts, and the schools and personnel within those districts, must comply with applicable state board policies and regulations. (W.S. 21-2-304)~~

Section 74. ~~Common Core of Knowledge and Common Core of Skills~~ Wyoming Content and Performance Standards.

(a) ~~All public school students shall be proficient in the~~ Districts shall provide educational programs sufficient to meet uniform student Wyoming ~~e~~Content and ~~p~~Performance ~~s~~Standards at the level set by the state board of education in the following content areas of knowledge and skills, emphasizing reading, writing and mathematics in grades one (1) through eight (8) (W.S. 21-9-101):

~~Common core of knowledge:~~

~~Reading/Language Arts;~~

~~Social Studies;~~

~~Mathematics;~~

~~Science;~~

~~Fine Arts and Performing Arts;~~

~~Physical Education;~~

~~Health and safety~~Education;

~~Humanities;~~

~~Career/vocational~~ Technical ~~e~~Education;

~~Foreign cultures and~~ Languages;

~~Applied technology;~~

~~Government and civics including state and federal constitutions pursuant to W.S. 21-9-102.~~

~~Common core of skills:~~

~~Problem solving;~~

~~Interpersonal communications;~~

~~Keyboarding and computer applications;~~

~~Critical thinking;~~

~~Creativity;~~

~~Life skills, including personal financial management skills.~~

Section 85. High School Diploma.

(a) Requirements for earning a high school diploma from any high school within any school district of this state shall include:

(i) The successful completion of the following components in grades nine (9) through twelve (12); using the district assessment system framework as outlined in rules Chapter 6 School Accreditation and incorporated herein by reference and as evidenced by passing grades or by the successful performance on competency-based equivalency examinations:

~~(iA)~~ Four (4) school years of English;

~~(iiB)~~ Three (3) school years of mathematics;

~~(iiiC)~~ Three (3) school years of science;

~~(ivD)~~ Three (3) school years of social studies, including history, American government and economic systems and institutions, provided business instructors may instruct classes on economic systems and institutions. [W.S. 21-2-304

(a)(iii)]

~~(bij)~~ Satisfactorily passing ~~a~~An examination on the principles of the ~~e~~Constitution of the United States and the ~~s~~State of Wyoming. ~~(W.S. 21-9-102)~~

(b) On or before November 1 districts will attest annually through assurance statements submitted to the department of education as part of the accreditation validation process evidence that the district is compliant with high school graduation standards.

(c) Graduation standards will be reviewed once every five (5) years in conjunction with the district accreditation process. The comprehensive review process will be conducted to ensure compliance with state graduation requirements.

~~(e) Evidence of proficient performance, at a minimum, on the uniform student content and performance standards for the common core of knowledge and skills specified under W.S. 21-9-101(a). A high school diploma shall provide for one (1) of the following endorsements which shall be stated on the transcript of each student:~~

~~(i) Advanced endorsement which requires a student to demonstrate advanced performance in a majority of the areas of the common core of knowledge and skills and proficient performance in the remaining areas of the specified common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and~~

career/vocational education, as defined by the uniform student content and performance standards;

~~(ii) Comprehensive endorsement which requires a student to demonstrate proficient performance in all areas of the common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards;~~

~~(iii) General endorsement which requires a student to demonstrate proficient performance in a majority of the areas of the common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards;~~

Section 9~~6~~. District Assessment System.

~~(a) Determination of proficient performance shall be demonstrated by the district and approved by the district board of trustees. [W.S. 21-2-304 (a)(iii) and (iv)].~~ Student performance will be assessed on Wyoming Content and Performance Standards.

~~(b) The assessment system shall be designed to best meet the needs of individual Wyoming school districts for certifying whether or not students have mastered the common core of knowledge and skills as embedded in the uniform~~ measuring students' knowledge of student Wyoming eContent and pPerformance sStandards as reflected in rules Chapter 10 Wyoming Content and Performance Standards and incorporated here by reference. specified in W.S. 21-9-101 (b). Districts will systematically monitor and adjust the system based on assessment data and an examination of professional practice.

~~(c) The assessment system described in this section shall be designed for grades nine (9) kindergarten (K) through twelve (12) and evaluated according to the following criteria: to ensure alignment, consistency, fairness, and standard setting with Chapter 10 Wyoming Content and Performance Standards. The assessments composing the system shall be comparable across schools and classrooms within the same school district.~~

~~(d) The alignment criterion shall be met if the combination of assessments that compose the system are aligned with the Wyoming Content and Performance Standards both in terms of content and cognitive complexity.~~

~~(g) Evidence of alignment shall include but is not limited to a documented process to ensure alignment among standards, curriculum, and assessments; district assessment plans; and sample assessments.~~

(e) On or before November 1 districts will attest annually through assurance statements to the department of education evidence of the alignment of its assessment system with the Wyoming Content and Performance Standards.

(f) Evidence of alignment for revised Wyoming Content and Performance Standards within the required three (3) year time frame will be reported through assurance statements to the department of education.

(g) The assessment system will be reviewed once every five (5) years in conjunction with the district accreditation process and as a component of the statewide education accountability system. The comprehensive review process will be conducted to ensure alignment with Chapter 10 Wyoming Content and Performance Standards.

(h) The assessment system may be reviewed more frequently if a school within the district receives a not meeting expectations accountability rating.

(i) Additional guidance to support district assessment system development will be provided by the department of education as a component of the statewide system of support.

~~(i) Guidelines for each criterion shall be determined by the State Board of Education.~~

~~(b) Beginning school year 2014-2015, each district's assessment system shall include a measure or multiple measures for purposes of determining completion high school graduation requirements.~~

~~(c) At a minimum, districts shall use a compensatory approach for combining assessment information at the benchmark and standard level when determining whether students have met the performance requirements for each common core content area.~~

~~(d) Districts shall use a conjunctive approach for combining assessment information across common core of knowledge and skills content areas to determine whether students have met the graduation requirements.~~

~~(e) The district shall report to the state board in accordance with W.S. 21-2-304(a)(iv) on its assessment system on or before August 1, 2015, and each August 1 thereafter.~~

~~(f) All Wyoming school districts with a high school shall submit their assessment system documentation to the Wyoming Department of Education according to the following schedule:~~

~~(i) For the 2003-2004 school year and all following years, districts shall submit yearly updates to their documentation to the Wyoming Department of Education. For the 2004-2005 school year and all following years, this documentation shall include the~~

student performance results relative to the district's assessment system including disaggregation of passing rates. Each school district shall submit the documentation required by this paragraph no later than August 1 of each year.

(gj) For special needs Districts shall provide students with disabilities include accommodations in accordance with any current federal program, ~~their individualized educational programs or 504 plans, and the policies as described in the Policies for the Participation of All Students in District and Statewide Assessment and Accountability Systems, which is available from the Wyoming Department of Education, 2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, Wyoming 82002-0050. These accommodations shall not substantially alter the character of the assessments used to measure student performance.~~

(k) Districts shall provide accommodations for English learners as necessary.

Section 10. ~~Effective Date for Graduation Requirements.~~

(a) ~~Beginning with the graduating class of 2003, each student who successfully completes the requirements set forth in Section 8(a) of this chapter will be eligible for a high school diploma. (W.S. 21-2-304(a)(iii) and (iv) and W.S. 21-9-102.) Thereafter, each student who demonstrates proficient performance on the uniform student content and performance standards for the common core of knowledge and skills listed in W.S. 21-9-101(a) of this chapter as set forth in Section 9 of this chapter and who also completes the requirements set forth in Section 8 of this chapter will be eligible for a high school diploma in accordance with the following timeline: (W.S. 21-2-304(a)(iii) and (iv) and W.S. 21-9-102.)~~

(b) ~~Students graduating in 2006 and thereafter shall demonstrate proficient performance on the uniform student content and performance standards for language arts, mathematics, science, social studies, health, physical education, foreign language, career/vocational education and fine and performing arts as set forth in Section 8(c) of this chapter.~~

Wyoming Department of Education

Chapter 31

Wyoming Graduation Requirements

NOTE – THIS DOCUMENT IS REVISING RULES – REGULAR AND EMERGENCY

Section 1. **Authority.** These rules and regulations are promulgated under W.S. 21-2-304 (a) (iii) and (iv).

Section 2. **Applicability.** These rules and regulations pertain to the requirements for graduation from any public high school within any school district of this state. The state board of education prescribes Wyoming Content and Performance Standards through rules Chapter 10 Wyoming Content and Performance Standards, herein incorporated by reference, and establishes requirements for earning a high school diploma with which public schools (K-12) must comply.

Section 3. **Definitions.**

(a) Annual Attestation. With reference to Chapter 31, annual attestation is defined as the process of validating or assuring that something is true.

(b) School Years of English/Mathematics/Science/and Social Studies. With reference to Chapter 31, “school years” is defined as the credit earned during a school year which is synonymous with a Carnegie Unit of study that reflects the instructional time provided in a class calculated by multiplying the number of minutes a district uses for a class by the number of pupil-teacher contact days in the district calendar as approved by the State Board of Education.

Section 4. **Wyoming Content and Performance Standards.** Districts shall provide educational programs sufficient to meet Wyoming Content and Performance Standards at the level set by the state board of education in the following content areas:

Language Arts;

Social Studies;

Mathematics;

Science;

Fine and Performing Arts;

Physical Education;

Health Education;

Career/Technical Education;

Foreign Languages.

Section 5. **High School Diploma.**

(a) Requirements for earning a high school diploma from any high school within any school district of this state shall include:

(i) The successful completion of the following components in grades nine (9) through twelve (12); using the district assessment system framework as outlined in rules Chapter 6 School Accreditation and incorporated herein by reference and evidenced by passing grades or by the successful performance on competency-based equivalency examinations:

(A) Four (4) school years of English;

(B) Three (3) school years of mathematics;

(C) Three (3) school years of science;

(D) Three (3) school years of social studies, including history, American government and economic systems and institutions, provided business instructors may instruct classes on economic systems and institutions. [W.S. 21-2-304

(a)(iii)]

(ii) An examination on the principles of the Constitution of the United States and the State of Wyoming.

(b) On or before November 1 districts will attest annually through assurance statements submitted to the department of education as part of the accreditation validation process evidence that the district is compliant with high school graduation standards.

(c) Graduation standards will be reviewed once every five (5) years in conjunction with the district accreditation process. The comprehensive review process will be conducted to ensure compliance with state graduation requirements.

Section 6. **District Assessment System.**

(a) Student performance will be assessed on Wyoming Content and Performance Standards.

(b) The assessment system shall be designed to best meet the needs of individual Wyoming school districts for measuring students' knowledge of Wyoming Content and Performance Standards as reflected in rules Chapter 10 Wyoming Content and Performance

Standards and incorporated here by reference. Districts will systematically monitor and adjust the system based on assessment data and an examination of professional practice.

(c) The assessment system shall be designed for grades kindergarten (K) through twelve (12) to ensure alignment, with Chapter 10 Wyoming Content and Performance Standards. The assessments composing the system shall be comparable across schools and classrooms within the same school district.

(d) The alignment criterion shall be met if the combination of assessments that compose the system are aligned with the Wyoming Content and Performance Standards both in terms of content and cognitive complexity.

(e) Evidence of alignment shall include but is not limited to a documented process to ensure alignment among standards, curriculum, and assessments; district assessment plans; and sample assessments.

(f) On or before November 1 districts will attest annually through assurance statements to the department of education evidence of the alignment of its assessment system with the Wyoming Content and Performance Standards.

(g) Evidence of alignment for revised Wyoming Content and Performance Standards within the required three (3) year time frame will be reported through assurance statements to the department of education.

(h) The assessment system will be reviewed once every five (5) years in conjunction with the district accreditation process and as a component of the statewide education accountability system. The comprehensive review process will be conducted to ensure alignment with Chapter 10 Wyoming Content and Performance Standards.

(i) The assessment system may be reviewed more frequently if a school within the district receives a not meeting expectations accountability rating.

(j) Additional guidance to support district assessment system development will be provided by the department of education as a component of the statewide system of support.

(k) Districts shall provide students with disabilities accommodations in accordance with any current federal program.

(l) Districts shall provide accommodations for English learners as necessary.

**Wyoming Department of Education
Chapter 31
Graduation Requirements**

STATEMENT OF REASONS

2015 Session Laws, Chapter 179 is the most recent legislative action taken to address high school graduation requirements. The following brief outline on the timeline of legislative changes to graduation requirements and revisions to Chapter 31 Graduation Requirements rule support the rationale for these proposed changes to current rules. Note: This outline does not include all changes made to listed session laws or rules.

Wyo. Stat. Ann. § 21-2-304(a)(iii), first passed in 2002, requires the state board by rule and regulation to prescribe uniform student content and performance standards. This section also requires that these content and performance standards include standards for graduation from any high school within any school district of the state. Section 21-2-304(a)(iv) requires the state board to “establish, in consultation with the local school districts requirements for students to earn a high school diploma “as measured by each district’s body of evidence assessment system prescribed by rule and regulation of the state board required under W.S. 21-3-110(a)(xxii)”. The 2002 law also added new language requiring that “A high school diploma shall provide for one (1) of the following endorsements which shall be stated on the transcript of each student,” then sets the endorsement requirements. 2002 Wyo. Sess. Laws 117-18.

Chapter 31 Graduation Requirements effective 8/19/2003 revised the nine content and performance standards and the high school diploma section to include the tiered diploma requirements as the 2002 law required. The course completion requirements predated the 2002 law and were not changed in the rules at that time. The body of evidence section was expanded to include new requirements for districts submitting information on student performance results. These rules were effective through 7/11/2012.

2012 Session Laws, Chapter 101 removed the phrase “body of evidence” and inserted new annual reporting requirements for the district assessment system. Though the term was removed, the district assessment system requirements were not otherwise addressed.

2013 Session Laws, Chapter 195 inserted new language addressing the district assessment system requirements as follows:

[E]ach district’s assessment system shall include a measure or multiple measures for purposes of determining completion of high school graduation requirements. The state board shall by rule and regulation establish guidelines for district development of this measure or measures, and shall through the department of education, provide support to districts in developing each district’s measure or measures.

2012 Wyo. Sess. Laws 504.

Chapter 31 Graduation Requirements rules were revised effective 11/6/13. Changes included moving Section 8, Content and Performance Standards to a separate chapter (Chapter 10), and Section 9, District Assessment System, now included the following language:

The assessment system described in this section shall be designed for grades (9) through twelve (12) and evaluated according to the following criteria: alignment, consistency,

fairness, and standard-setting. Guidelines for each criterion shall be determined by the State Board of Education.

Rules, *Wyo. Dep't of Educ., General Agency, Bd. or Comm'n Rules*, ch. 31 § 9(a) (Nov. 6, 2013). This section also included language requiring districts to report on its assessment system annually by August 1. *Id.* § 9(e). District Assessment System Guidebooks with detailed descriptions of the technical design criteria requirements and the reporting process were developed and presented to the state board and legislative committees for consideration. The additional reporting burden for the districts was expressed as a concern.

2015 Session Laws Chapter 179 includes significant changes to graduation requirements and district assessment system design and reporting requirements. The language that has been eliminated is as informative to the rationale for our proposal as the language that has been added. Noted changes for your information and consideration follow:

- Added section 21-2-202(a)(xxxvi): “Commencing school year 2015-2016, in conjunction with the school district accreditation process required under W.S. 21-2-304(a)(ii) and as a component of the statewide education accountability system created under W.S. 21-2-204, conduct a review of each school district’s assessment system once every five (5) years to ensure alignment with the uniform state education standards promulgated by the state board, and to ensure district adherence to the uniform graduation standards prescribed by the state board under W.S. 21-2-304(a)(iii).”;
- Deleted the indicated language from section 21-2-304(a)(iii): “Student content and performance standards prescribed under this paragraph shall include standards for graduation from any high school within any school district, ~~and shall describe required performance levels in order to achieve proficiency of the common core of knowledge and common core of skills prescribed under W.S. 21-9-101(b).~~”;
- Amended section 21-2-304(a)(iv) as follows: “The board shall also establish, in consultation with local school districts, requirements for students to earn a high school diploma as evidenced by course completion and as measured by each district’s assessment system prescribed by rule and regulation of the state board under W.S. 21-3-110 (a)(xxiv). ~~Beginning school year 2014-2015, and each school year thereafter, each district’s assessment system shall include a measure or multiple measures for purposes of determining completion of high school graduation requirements. The state board shall by rule and regulation establish guidelines for district development of this measure or measures, and shall through the department of education, provide support to districts in developing each district’s measure or measures.~~”;
- Amendments to section 21-2-304(a)(iv) changes the Board’s annual review of district assessment systems to a staggered review every five (5) years and requires that the district assessment system be aligned with the uniform state standards. This section also eliminated the tiered diploma requirement and requires the board to “establish a process to ensure district assessments are aligned with the refined and revised standards within three (3) full school years following the adoption of revised standards”;
- Changes to section 21-3-110(a)(xv) adds a new assessment system reporting requirement: “on or before November 1 of each school year, [districts shall] report to the department evidence of the alignment of its assessment system with the uniform state standards provided within its schools”; Changes to 21-3-110(a)(xxv) added a new graduation standards reporting requirement: “on or before November 1 of each school year, [districts shall] report to the department of education

evidence that the district is compliant with high school graduation standards imposed by the state board under W.S. 21-2-304(a)(iii)”;¹

- Section 21-3-110(a)(xxxiv) was amended to align with section 21-2-202 (a)(xxxvi) and addresses the five-year review. The changes add the following text: “Effective school year 2015-2016, in conjunction with district accreditation, as a component of the statewide education accountability system and in accordance with W.S. 21-2-202(a)(xxxvi), be subject to a review by the department of education once every five (5) years on the alignment of the district’s assessment system with the uniform state education standards promulgated by the state board, and the district’s adherence to the uniform graduation standards prescribed by the state board under W.S. 21-2-304(a)(iii).

Chapter 6 School Accreditation

Chapter 6 School Accreditation rules establish the evaluation and accreditation process. Initially promulgated in 1993, this chapter was most recently updated effective 8/5/2005. Though there are components of this chapter that are outdated, the technical professional quality outlined for the district assessment system during the accreditation review are still valid. The 2015 legislative changes requiring that the Board review the district assessment system and the state graduation standards as part of the accreditation process align with the guidance in this chapter.

Section 8, Student Assessment, and specifically subsection (f) provides detailed guidance on the design and implementation of a district assessment system that provides equity of educational opportunity for all students to learn the content and skills represented in the content standards and to the level established by the performance standards. The professional technical requirements in this section include alignment with the content and performance standards, consistency of assessment design and implementation, and fairness in the design and implementation of assessments to minimize bias.

Section 18, Graduation Requirements, addresses students’ mastery of the content and performance standards. This section also states that monitoring of the graduation standards will be enforced through the state accreditation process. Though the specific requirements for the content areas and number of school years required is not included, the rule refers to Wyo. Stat. Ann. §§ 21-2-304(a)(iii) and (iv).

Section 20, Verification, requires districts to report annually to the department of education that they have complied with these rules.

Chapter 10 Wyoming Content and Performance Standards

Chapter 10 Wyoming Content and Performance Standards was moved from Chapter 31 Graduation Requirements in 2012. The purpose for establishing a separate chapter for the content and performance standards was to support transparency.

Section 7, Uniform Student Content and Performance Standards, incorporates graduation standards from Chapter 31 by reference. This section also includes dates for full implementation after amendments to the standards. The dates listed are within three full school years of the most recent revision to the standards, which is consistent with new requirements in 2015 Session Laws, Chapter 179.

¹ The November 1 reporting date aligns with the existing reporting requirement for accreditation assurance statements. This new reporting requirement will be managed through the existing assurance statement submission process in order to minimize any additional reporting burden for districts.

Summary

Chapter 31 Graduation Requirements rules were originally promulgated as required by statutory content and performance standards requirements. Those statutes are intended to ensure equity of opportunity to learn for all students and establish minimum graduation standards for all students. The legislature later added the tiered diploma system, requiring three different transcript endorsements given a student's proficiency in the nine content areas, as measured by the body of evidence assessment system for grades nine through twelve. In collaboration with local school districts, the design and evaluation of the body of evidence system was developed and Chapter 31 rules were expanded to include detailed guidance on this system.

In 2012 the legislature intended to remove the requirement that district assessment systems be based on a body of evidence. 2012 Session Laws, ch. 101. The legislature further refined the relevant laws in 2013 (2013 Session Laws, Chapter 195), and restructured district assessment system requirements in 2015. 2015 Session Laws, Chapter 179. The legislature eliminated the tiered diploma requirement, leaving course completion as the only graduation requirement that is required by law. Appropriate rigor is ensured by requiring that district assessment systems align to the content and performance standards within three full school years of any changes and the evaluation of the technical professional quality of the system as part of accreditation.

The rules in Chapter 6 School Accreditation and Chapter 10 Wyoming Content and Performance Standards support compliance with the changes in law contained in 2015 Session Laws, Chapter 179. While both of these chapters will be updated to reflect changes including the statewide assessment (Chapter 6) and revisions to science content standards (Chapter 10), the existing language provides adequate standards for districts on design and reporting for district assessment systems and graduation standards. In addition to the rules, the Department has created a District Assessment System Guidebook as informal guidance to provide further support to districts related to the design and review process that the rules require.

Given these changes, and given the governor's executive order directing agencies to reduce rules and regulations where possible, the state board has determined that Chapter 31 Graduation Requirements is no longer necessary and proposes its repeal.

DISTRICT ASSESSMENT SYSTEM GUIDEBOOK

January 2016



WYOMING
DEPARTMENT OF EDUCATION



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PURPOSE OF THIS GUIDEBOOK

The Wyoming Department of Education is committed to ensuring that all districts receive guidance to support the development of a robust district assessment system (DAS) that will meet student needs, system needs, and accreditation and accountability requirements.

PURPOSE OF THE DISTRICT ASSESSMENT SYSTEM

The purpose of the K-12 District Assessment System is to ensure equity of opportunity for students by demonstrating alignment of district assessments to the Wyoming Content and Performance Standards in all nine content areas. The DAS should be designed and implemented so that inferences pertaining to equity of educational opportunity are supported by outcomes as measured by the assessment system.

COMPONENTS OF A DISTRICT ASSESSMENT SYSTEM

1. State-required assessments. As of this writing, these are specific assessments that the state requires districts/schools to administer. These assessments are typically used for school and program accountability and/or evaluation. Some current examples include PAWS, Aspire, ACT, and MAP.
2. District assessments. These are specific assessments that districts require schools to administer. Examples may include common assessments, end-of-course assessments, final examinations, or end of unit tests. District assessments are typically interim or summative in nature.
3. School assessments. These are assessments that a school requires. Examples may include grade specific common assessments, end-of-course assessments, final examinations, or end of unit tests. School assessments are typically interim or summative.
4. Classroom assessments. These are assessments that classroom teachers select and choose to administer. Examples may include pre-tests, end of chapter tests, performance assessments, quizzes, and informal checks for understanding. These assessments can be formative, interim, or summative.

TYPES OF ASSESSMENTS DEFINED

For consistency purposes, the text that follows comes directly from Wyoming’s Statewide Assessment System: Recommendations from the Wyoming Assessment Task Force (Joseph Martineau and Scott Marion, October 15, 2015).

Formative Assessment

Formative assessment, when well-implemented, could also be called formative instruction. The purpose of formative assessment is to evaluate student understanding against key learning targets, provide targeted feedback to students, and adjust instruction on a moment-to-moment basis.

In 2006, the Council of Chief State School Officers (CCSSO) and experts on formative assessment developed a widely cited definition (Wiley, 2008):

“Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievements of intended instructional outcomes (p. 3).”

Formative assessment is not a product, but an instruction-embedded process tailored to monitoring the learning of and providing frequent targeted feedback⁸ to individual students. Effective formative assessment occurs frequently, covering small units of instruction (such as part of a class period). If tasks are presented, they may be targeted to individual students or groups. There is a strong view among some scholars that because formative assessment is tailored to a classroom and to individual students that results cannot (and should not) be meaningfully aggregated or compared. [Martineau & Marion, 2015]

Interim Assessment

Many periodic standardized assessment products currently in use that are marketed as “formative,” “benchmark,” “diagnostic,” and/or “predictive” actually belong in the interim assessment category. They are neither formative (e.g., they do not facilitate moment-to-moment targeted analysis of and feedback designed to student learning) nor summative (they do not provide a broad summary of course- or grade-level achievement tied to specific learning objectives).

Common assessments developed by a school or district for the purpose of measuring student achievement multiple times throughout a year may be considered interim assessments.

These may include common mid-term exams and other periodic assessments such as quarterly assessments. Many educators refer to “common formative assessments,” but these tend to function more like interim assessments. This is not a negative connotation because there is tremendous transformative power in having educators collaboratively examine student work.

There are three other types of interim assessments currently in use beyond the “backward looking” interim assessments described above. All are “forward-looking.” One useful but less widely used type is a pre-test given before a unit of instruction to gain information about what students already know in order to adjust plans for instruction before beginning the unit (teachers may do these pre-instruction checks on a more frequent, formative basis). Such forward-looking assessments may be composed of pre-requisite content or the same content as the end-of-unit assessment. A second type of forward-looking assessment is a placement exam used to personalize course-taking according to existing knowledge and skills. Finally, a third type of forward-looking assessment is intended to predict how a student will do on a summative assessment before completing the full unit of instruction. The usefulness of this last type of interim assessment is debatable in that it is unlikely to provide much instructionally relevant information and there is often other information available to determine who is likely to need help succeeding on the end of year summative assessment. [Martineau & Marion, 2015]

Summative Assessment

Summative assessments are generally infrequent (e.g., administered only once to any given student) and cover major components of instruction such as units, semesters, courses, credits, or grade levels.

They are typically given at the end of a defined period to evaluate students' performance against a set of learning targets for the instructional period.

The prototypical assessment conjured by the term “summative assessments” is given in a standardized manner statewide (but can also be given nationally or districtwide) and is typically used for accountability or to otherwise inform policy.

Such summative assessments are typically the least flexible of the various assessment types. Summative assessments may also be used for “testing out” of a course, diploma endorsement, graduation, high school equivalency, and college entrance. Appropriate uses of such standardized summative assessments include school and district accountability, curriculum/program evaluation, monitoring educational trends, and informing policymakers and other stakeholders. Depending on their alignment to classroom instruction and the timing of the administration and results, summative assessments may be appropriate for grading (e.g., end-of-course exams).

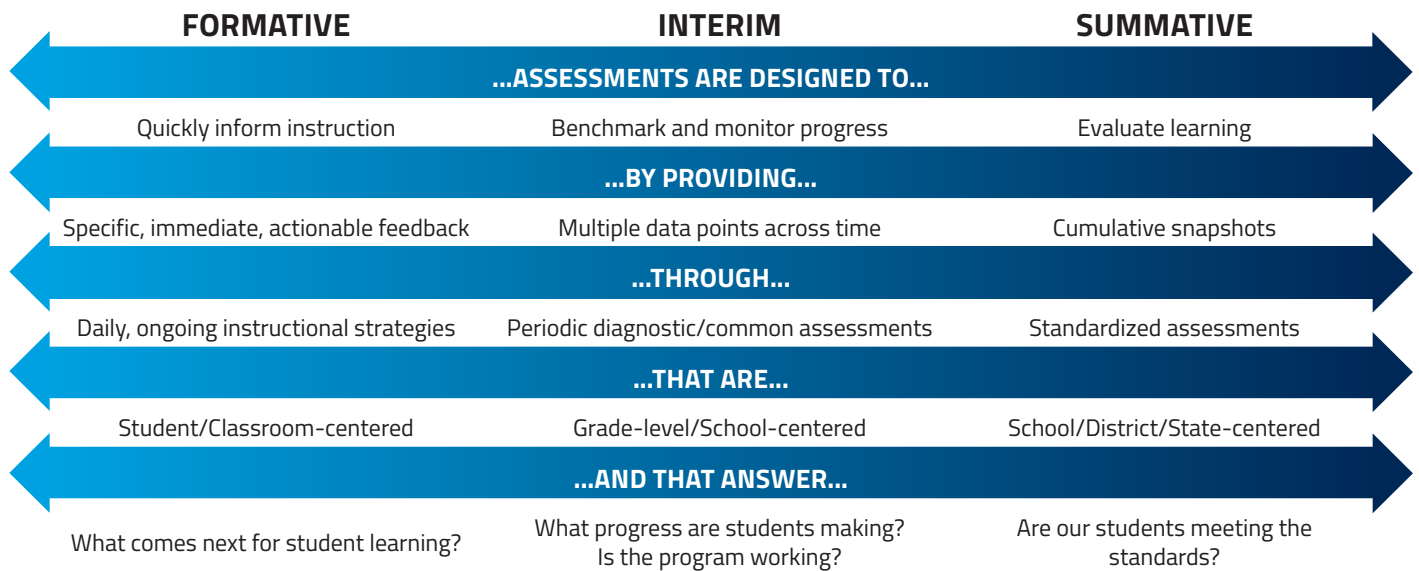
Less standardized summative assessments are also found in the majority of middle- and high-school classrooms. Such assessments are typically completed near the end of a semester, credit, course, or grade level. Common examples are broad exams or projects intended to give a summary of student achievement of marking period objectives, and figure heavily in student grading. Such assessments tend to be labeled “mid-terms,” “final projects,” “final papers,” or “final exams” in middle and high school grades. Elementary school classrooms also have similar summative assessments but these do not have a consistent label in elementary grades. Classroom summative assessments may be created by individual teachers or by staff from one or more schools or districts working together. They may be comparable within a classroom, across a few classrooms, within a school, within a district, across a few districts, within a state, or across multiple states. [Martineau & Marion, 2015]

COMPREHENSIVE ASSESSMENT SYSTEM GRAPHIC

The graphic below depicts the components of a comprehensive assessment system and outlines the various purposes and uses for each component.

Comprehensive Assessment System

By Type: What are the differences between assessment types within a comprehensive system?



Wisconsin Department of Public Instruction, April 30, 2015 as modified by Wyoming Department of Education September 18, 2015.

Comprehensive Assessment System

By Purpose: What are the purposes of various assessment types?

	FORMATIVE	INTERIM	SUMMATIVE
	Quickly informs instruction by providing specific, immediate, actionable feedback	Benchmarks and monitors progress by providing multiple data points across time	Evaluates learning by providing a cumulative snapshot
To PLAN learning PRIOR to instruction	Feedback that identifies student learning goals and needs	Data points that show a teacher the instructional starting point for a chapter, unit, semester, or year	Snapshot that aids in planning future instruction, reflecting on general patterns, or establishing the big picture within a class of students
Examples*	Pre-tests/quizzes Student self-assessment Visual organizers (i.e. KWL)	Inventory Pre-tests/quizzes Universal screener	Prior year summative data (i.e., AP exams, screeners, benchmarks/CBMs, statewide assessments)
To SUPPORT learning DURING instruction	Feedback that informs both student and teacher in order to make real-time adjustments to teaching and learning	Data points that show what learning objectives have been mastered, what needs to be addressed next, and what requires more attention	Snapshot that informs classroom, grade level, or department decisions such as groupings, alterations to curriculum maps, etc.
Examples*	Journals Questioning Observations, visual signals	Rubric Running records Graded class work	Benchmarks/CBMs End of unit grades Item/sub-group/gap analysis
To MONITOR learning BETWEEN instruction	Feedback that allows the teacher to see what progress has been made by the student since the last check-in	Data points that track student progress over time, providing periodic and multiple data points against benchmarks throughout the year for program improvement and instructional change	Snapshot that provides information about what students know and can do in order to promote program improvement, curricular changes, or PD needs
Examples*	Portfolios Running records Student conferences	Rubric Running records Graded class work	Benchmarks/CBMs End of semester grades Item/sub-group/gap analysis
To VERIFY learning AFTER instruction	Feedback that confirms what the student knows and can do	Data points that are used, along with other information, to establish a grade or score, and to make decisions about and adjustments to instruction, curriculum, and programs	Snapshot that contributes to decision-making, typically on an annual basis, at macro levels, about subgroups, schools, districts, and states
Examples*	Portfolios Exit activities Projects/Demonstrations	Post-test Local benchmarks Curriculum-based measures (CBMs)	Statewide assessments Fusion reporting School Improvement Planning

**Note: Examples listed above are not an exhaustive or definitive list, and may serve multiple purposes.*

WIDPI: April 30, 2015 as modified by WDE 9/18/2015

ALIGNMENT OF THE DAS TO THE WYOMING CONTENT AND PERFORMANCE STANDARDS

The DAS must be aligned with the Wyoming Content and Performance Standards, both in terms of content and cognitive complexity within three (3) full school years following State Board adoption of revised standards. Districts will attest to this three-year implementation requirement as part of the WDE assurance statements submitted annually with the Comprehensive School Plan. At this writing, the following table represents the required implementation timeline. Refer to Resource 1: Self-check on Wyoming Content and Performance Standards Alignment.

YEAR REVISED	CONTENT STANDARD	IMPLEMENTATION DEADLINE
2008	Science	Fully implemented now
2012	Language Arts	Fully implemented now
2012	Mathematics	Fully implemented now
2012	Health	Fully implemented now
2013	Foreign Language	On or before the first day of 2016-2017 school year
2013	Fine and Performing Arts	On or before the first day of 2016-2017 school year
2014	Social Studies	On or before the first day of 2017-2018 school year
2014	Physical Education	On or before the first day of 2017-2018 school year
2014	Career/Vocational Education	On or before the first day of 2017-2018 school year

COMPONENTS OF THE DAS REVIEW

Wyoming statutes (Resource 2) require district assessment systems to be aligned with the Wyoming Content and Performance Standards. The review for compliance with these statutory requirements will become part of the accreditation process to reduce the reporting burden on districts and will take place in the following ways:¹

- WDE assurance statements submitted annually with the Comprehensive School Plan
- AdvancED® accreditation comprehensive external review every five (5) years

The AdvancED® accreditation framework outlines comprehensive technical requirements for student assessment systems.

¹ The District Assessment System may also be reviewed more frequently in districts with schools receiving a “not meeting expectations” performance rating through the Wyoming Accountability in Education Act. The appointed representative to these schools will work with the district and the WDE to evaluate the need for this review.

Indicator 3.2 addresses the systematic monitoring and adjustment of curriculum, instruction, and assessment in response to data from multiple assessments of student learning and an examination of professional practice. Indicator 5.1 addresses the establishment and maintenance of a clearly defined and comprehensive student assessment system. The indicator outlines expectations for consistent measurement across classrooms, courses, educational programs, and system divisions.

There is an expectation that school systems regularly evaluate their local assessment system in the context of improving instruction, student learning, and the conditions that support learning.

The following AdvancED® rubrics provide guidance to districts on meeting these indicators. A list of artifacts districts may provide as evidence to support the indicator statements is also provided. These rubrics, along with Resource 1: DAS Self-check on Alignment to the Wyoming Content and Performance Standards and Resource 3: Professional Development Opportunities, will help districts identify strengths and areas for improvement within the district assessment system.

3.2 Monitoring and Adjusting Curriculum, Instruction and Assessment

Curriculum, instruction and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
System personnel rarely or never monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment or alignment with the goals for achievement and instruction and statements of purpose.	System personnel monitor and adjust curriculum, instruction and assessment to ensure for vertical and horizontal alignment and alignment with the goals for achievement and instruction and statements of purpose.	Using data from student assessments and an examination of professional practice, system and school personnel monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction and statements of purpose.	Using data from multiple assessments of student learning and an examination of professional practice, system and school personnel systematically monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction and statements of purpose.
No process exists to ensure alignment when curriculum, instruction and/or assessments are reviewed or revised.	A process is implemented sometimes to ensure alignment when curriculum, instruction and/or assessments are reviewed or revised at the system or school level.	There is a process in place to ensure alignment each time curriculum, instruction and/or assessments are reviewed or revised at the system or school level.	There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction and/or assessments are reviewed or revised at the system or school level.
There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the system’s purpose in curriculum, instruction and assessment.	There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the system’s purpose in curriculum, instruction and assessment.	The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the system’s purpose are maintained and enhanced in curriculum, instruction and assessment.	The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the system’s purpose are maintained and enhanced in curriculum, instruction and assessment.

INDICATOR 3.2 LIST OF ARTIFACTS

The following list of artifacts may be provided as evidence to support the indicator statements:

- Curriculum writing process
- A description of the systematic review process for curriculum, instruction, and assessment
- Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices
- Profile of educational model or delivery system
- Program descriptions
- Curriculum guides
- Lesson plans aligned to the curriculum
- Products – scope and sequence, curriculum maps
- Common assessments
- Survey results
- Standards-based report cards

ADVANCED® ACCREDITATION INDICATOR 5.1

5.1 Student Assessment System

The system establishes and maintains a clearly defined and comprehensive student assessment system.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
System and school personnel use an assessment system that produces data from assessment measures.	System and school personnel use an assessment system that produces data from multiple assessment measures.	System and school personnel maintain and use a comprehensive assessment system that produces data from multiple assessment measures.	All system and school personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures.
These measures include assessments about student learning as well as school and system performance.	These measures include locally developed and standardized assessments about student learning as well as school and system performance.	These measures include locally developed and standardized assessments about student learning as well as school and system (including non-instructional divisions) performance.	These measures include locally developed and standardized assessments about student learning as well as school and system (including non-instructional divisions) performance.
The assessment system provides a limited degree of consistency of measurement across classrooms, courses, educational programs and system divisions.	The assessment system provides consistent measurement across classrooms, courses, educational programs and system divisions.	The comprehensive assessment system ensures consistent measurement across classrooms, courses, educational programs and system divisions.	The comprehensive assessment system ensures consistent measurement across all classrooms, courses, educational programs and system divisions.
Assessments seldom are proven reliable and bias free.	Some assessments are proven reliable and bias free.	Most assessments are proven reliable and bias free.	All assessments are proven reliable and bias free.
The assessment system is rarely or never evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.	The assessment system is evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.	The comprehensive assessment system is regularly evaluated for reliability and effectiveness in improving instruction, student learning and the conditions that support learning.	The comprehensive assessment system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning and the conditions that support learning.

INDICATOR 5.1 LIST OF ARTIFACTS

The following list of artifacts may be provided as evidence to support the indicator statements:

- Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness
- Brief description of student assessment system including range of data produced from standardized and local or school assessments on student learning and school performance
- Brief description of technology or web-based platforms that support the education delivery model
- Evidence that assessments are reliable and bias free
- Documentation or description of evaluation tools/protocols
- Survey results

For more information on the AdvancED® external review process and resources available to districts, please contact Geri Fitzgerald, Director for Colorado and Wyoming, (480) 773-6900 ext. 5646 or (307) 399-9819.

DISTRICT ASSESSMENT SYSTEM STEERING COMMITTEE INFORMATION

The District Assessment System Steering Committee was established in 2012. The committee includes eight (8) district representatives, one (1) University of Wyoming representative, and three (3) WDE representatives (Resource 4). The purpose of this committee is to provide leadership and expertise in the following areas:

- Establishment of an on-going statewide assessment system literacy and formative assessment professional development program;
- Development of a district assessment guidance document and review process outline to support districts' preparation for the DAS review during the five-year accreditation process; and
- Revisions to WDE rules and regulations related to district assessment systems and graduation requirements (Chapter 31).

For more information on the work of this committee, please contact Shelly Andrews, 307-777-3781 or shelly.andrews@wyo.gov.

RESOURCES

1. Self-Check on Wyoming Content and Performance Standards Alignment

Alignment to the Wyoming Content and Performance Standards: The District Assessment System (DAS) is aligned with Wyoming Content and Performance Standards, both in terms of content and cognitive complexity. The district has a documented process used to demonstrate alignment within three (3) full school years after the revision of a content standard by the state board.

CRITERIA DEMONSTRATING ALIGNMENT	ARTIFACTS MAY INCLUDE	COMMENTS/FOLLOW-UP
<ul style="list-style-type: none"> ▪ The DAS adequately addresses the standards, K-12; and, ▪ The process ensures two-way alignment <ul style="list-style-type: none"> ↔ All assessment items and tasks align to the standards; ↔ Adequate sampling of the standards is represented in the assessment; and ▪ The process ensures that assessments reflect the cognitive depth and complexity of the standards. 	<ul style="list-style-type: none"> ▪ Sample assessment blueprints ▪ Sample assessment matrices ▪ Sample curriculum maps ▪ Sample proficiency scales ▪ Evidence of procedures to ensure alignment of assessment items/ tasks to the cognitive levels called for in the standards ▪ Evidence of procedures for assuring alignment among the course curriculum, standards, assessments, and/or grading/ scoring practices within three (3) full school years after the revision of a content standard by the state board 	

Wyoming Department of Education rules, Chapter 10 Wyoming Content and Performance Standards can be found here: <http://soswy.state.wy.us/Rules/RULES/9674.pdf>

2. Wyoming Statutes Related to the District Assessment System

As of this writing (January 2016), the following statutes guide the establishment and review of the district assessment system. This section is subject to change upon action taken by the legislature.

21-2-202. Duties of the state superintendent.

(a) In addition to any other duties assigned by law, the state superintendent shall:

(xxxvi) Commencing school year 2015-2016, in conjunction with the school district accreditation process required under W.S. 21-2-304(a)(ii) and as a component of the statewide education accountability system created under W.S. 21-2-204, conduct a review of each school district's assessment system once every five (5) years to ensure alignment with the uniform state education standards promulgated by the state board, and to ensure district adherence to the uniform graduation standards prescribed by the state board under W.S. 21-2-304(a)(iii). Reviews undertaken pursuant to this paragraph, together with findings, shall be reported to the state board and any deficiencies determined by the review shall be addressed through the statewide system of support established under W.S. 21-2-204 (f).

21-2-204. Wyoming Accountability in Education Act; statewide education accountability system created.

(f)...Commencing with school year 2014-2015, and each school year thereafter, the state superintendent shall take action based upon system results according to the following:

(vi) Schools designated as not meeting expectations shall file an improvement plan in accordance with paragraph (iv) of this subsection that identifies and addresses all content and indicator areas where performance is below target levels. In addition, the evaluation of a district's student assessment system as provided by paragraph (vii) of this subsection may be undertaken in that school year immediately following any school year in which a school within the district has been designated as not meeting expectations.

21-2-304. Duties of the state board of education.

(a) The state board of education shall:

(iv) Effective school year 2013-2014, and each school year thereafter, require district administration of common benchmark adaptive assessments statewide in reading and mathematics for grades one (1) through eight (8) in accordance with W.S. 21-3-110 (a)(xxiv). The board shall also establish, in consultation with local school districts, requirements for students to earn a high school diploma as evidenced by course completion and as measured by each district's assessment system prescribed by rule and regulation of the state board and required under W.S. 21-3-110 (a)(xxiv). Once every five (5) years and on a staggered basis, the state board shall through the department, review and approve each district's assessment system designed to determine the various levels of student performance as aligned with the uniform state standards and the attainment of high school graduation requirements as evidenced by course completion. In addition and following review, refinement and revision of student content and performance standards adopted under paragraph (a)(iii) of this section and reviewed under

subsection (c) of this section, the board shall establish a process to ensure district assessment systems are aligned with the refined and revised standards within three (3) full school years following adoption of revised standards;

(vii)...Among other duties as may be requested by the district or department, the representative shall review and provide suggestions on the improvement plans submitted by schools in accordance with paragraphs (iv) through (vi) of this subsection, and may review and evaluate district student assessment systems implemented under W.S. 21-3-110 (a)(xxiv) to ensure alignment with the uniform state education standards.

21-3-110. Duties of boards of trustees.

(a) The board of trustees in each school district shall:

(xv) Provide an educational program within the schools under its jurisdiction in compliance with uniform state standards prescribed under W.S. 21-9-101 and 21-9-102 and by rule and regulation of the state board and on or before November 1 of each school year, report to the department evidence of the alignment of its assessment system with the uniform state standards provided within its schools;

(xxiv) Establish a student assessment system to measure student performance relative to the uniform student content and performance standards in all content areas for which the state board has promulgated standards pursuant to W.S. 21-2-304 (a)(iii). To the extent required by W.S. 21-2-204 and 21-2-304 (a)(vi), the district assessment system shall be integrated with the statewide assessment system and the statewide accountability system. Components of the district assessment system required by this paragraph shall be designed and used to determine the various levels of student performance in all content areas of the uniform student content and performance standards relative to the common core of knowledge and skills prescribed under W.S. 21-9-101 (b). The district shall report to the state board in accordance with W.S. 21-2-304 (a)(iv) on its assessment system established under this paragraph.

(xxxiv) Effective school year 2015-2016, in conjunction with district accreditation, as a component of the statewide education accountability system and in accordance with W.S. 21-2-202(a)(xxxvi), be subject to a review by the department of education once every five (5) years on the alignment of the district's assessment system with the uniform state education standards promulgated by the state board, and the district's adherence to the uniform graduation standards prescribed by the state board under W.S. 21-2-304(a)(iii).

3. Professional Development Opportunities

Associated Link: <http://edu.wyoming.gov/educators/pd/>

4. District Assessment System Steering Committee Contact Information

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REFERENCES

- AdvancED® (2013). External Review Team Workbook for Systems Accreditation. *Standard 3: Teaching and Assessing for Learning; Indicator 3.2* (pgs. 5-6).
- AdvancED® (2013). External Review Team Workbook for Systems Accreditation. *Standard 5: Using Results for Continuous Improvement; Indicator 5.1.* (pgs. 4-5).
- Martineau, J. & Marion, S. (October 2015). *Wyoming's Statewide Assessment System: Recommendations from the Wyoming Assessment Task Force.*

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ACTION SUMMARY REVIEW
STATE BOARD of EDUCATION

January 2016

ISSUE:

Wyoming State Statute 21-13-315 requires the Wyoming Department of Education (WDE) to adopt reasonable rules prescribing minimum standards and allowable costs for educational program services in support of Court Ordered Placement of Students. Chapter 14, State Board of Education Rules and Regulations, lists these minimum standards. For new facilities, written verification of information provided to the WDE and an on-site review are required. WDE representative Jo Ann Numoto reviewed the Devereux-Florida, Viera Campus on January 27, 2016. Documentation is on file at the WDE; the State Board of Education reviews this information, and either approves or denies the applicant.

BACKGROUND & KEY FACTS:

Devereux-Florida, Viera Campus is located at 8000 Devereux Drive, Viera/Melbourne, Florida. Devereux-Florida's (Devereux-FL) educational program is designed for co-ed youth ages five through nineteen (5-19). Recently, Devereux-FL has had seven (7) students under ten years of age. Currently, there is one (1) court placed Wyoming student.

Devereux-FL holds certifications: (a) from the State of Florida as a licensed hospital, Class 4 Intensive Residential Treatment Center (IRTC) which is comparable to Wyoming's Psychiatric Residential Treatment Facility (PRTF); (b) from the Joint Commission Behavioral Health Care Accreditation; and, (c) from AdvancED, valid through June 2019. Devereux-FL contracts with Brevard County Public Schools to provide Special Education services beyond services available on campus. In addition, a wellness building with an outdoor swimming pool (seven on-site lifeguards from their staff), inside includes an art therapy room, sensory room, music room with recording booth, stage, full size kitchen, and a gymnasium.

Devereux-FL employs fifteen Florida State Department of Education certified teaching staff with certification or endorsement in Exceptional Student Education, a media specialist, full-time substitute, three on-site psychiatrists and the state's Medical Director, behavior and clinical therapists/analysts, direct care providers (personnel from residences/units) who are in the classrooms during the school day, and two individuals, one responsible for in-state placements and one for out-of-state placements. Devereux-FL incorporates Positive Behavioral Interventions and Supports (PBIS) throughout campus (school and units). In doing so, Devereux-FL worked with their corporate headquarters to define thirteen key areas applicable and appropriate with philosophy; PBIS training is included in the required professional development of/for staff.

Students have a direct voice with the IRTC program director on a regular basis, three times per month. In addition to being the largest facility in the state, Devereux-FL contracts with the state in overseeing Child Welfare as the state has privatized select services.

SUGGESTED MOTION:

Recommend that the State Board of Education (SBE) designate Devereux-FL, Viera Campus as an approved facility for court ordered placement of students and subsequent educational payments pursuant to Section 9 and 10 of Chapter 14, SBE Rules and Regulations and completion of the review.

SUPPORTING DOCUMENTATION IS FOUND ON FILE AT THE WDE, HATHAWAY BUILDING, SECOND FLOOR.

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: March 17, 2016

ISSUE: Proposed 2016 Wyoming Science Content & Performance Standards

AUTHORITY: W.S. 21-2-304(c)

BACKGROUND/HISTORY: The Board is charged with evaluating and reviewing the uniformity and quality of the educational standards imposed under W.S. 21-9-101 including the student content and performance standards. The Wyoming Department of Education (WDE) convened a Science Standards Review Committee (SSRC) to review the science standards and make a recommendation to the state board for review and adoption. The SSRC is recommending a set of rigorous, internationally benchmarked, college & career-ready science standards.

FUNDING: N/A

IMPLEMENTATION AND SUSTAINABILITY: Once these standards are adopted and Ch. 10 Rules are promulgated, the science standards will remain in effect until the next review cycle or until directed by the Board to open the review process, whichever comes first. Upon adoption of these standards, the Board will determine dates for implementation in schools per W.S. 21-2-304(a)(iv).

SUGGESTED MOTION(s)/RECOMMENDATION(s): to approve the process to open the Science Standards documents for public input.

SUPPORTING INFORMATION ATTACHED: The science standards documents and presentation materials are included in the packet.

PREPARED BY: *Laurie Hernandez*

Laurie Hernandez, WDE Standards Supervisor

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: March 17, 2016

ISSUE: K-1 ELA Extended Standards Standards

AUTHORITY: W.S. 21-2-304(a)(iii) and W.S. 21-2-304(c)

BACKGROUND/HISTORY: The Board is charged with prescribing uniform student content and performance standards under W.S. 21-9-101 and promulgating uniform standards for programs addressing the special needs of student populations specified under W.S. 21-9-101(c) that ensure these student populations are provided the opportunity to learn the common core of knowledge and skills as prescribed by the uniform student content and performance standards. The Wyoming Department of Education (WDE) convened a focus group following communication from members of the original standards review committee who stated their final work was not accurately reflected in the adopted version of the K-1 ELA Extended Standards.

FUNDING: N/A

IMPLEMENTATION AND SUSTAINABILITY: Once these standards are adopted and Ch. 10 Rules are promulgated, the ELA Extended Standards will remain in effect until the next review cycle or until directed by the Board to open the review process, whichever comes first. Upon adoption of these standards, the Board will determine dates for implementation in schools per W.S. 21-2-304(a)(iv).

SUGGESTED MOTION(s)/RECOMMENDATION(s): to approve the process to open the K-1 ELA Extended Standards for public input.

SUPPORTING INFORMATION ATTACHED: The K-1 ELA Extended Standards and presentation materials are included in the packet.

PREPARED BY: Laurie Hernandez
Laurie Hernandez, WDE Standards Supervisor

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS: