



Louisiana Standards Review  
K-2 Subcommittee Meeting



October 12, 2015

# Welcome

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- Committee members
- Educators, parents and interested stakeholders
- Department of Education and BESE staff
- Elected officials

# Meeting Objective

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- ▶ By the end of today's meeting, content committee members will generate a preliminary draft of the K-2 standards for consideration by the Standards Committee on November 12.
- ▶ This preliminary draft should include:
  - ▶ Any specific change (revision, deletion, addition)
  - ▶ Rationale for the change
  - ▶ Edits needed to other standards (across and within grades) that result from the recommended change

# Agenda

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- ▶ Welcome
- ▶ Overview of Louisiana Student Standards and Steps for Committee Work
- ▶ Small Group Work
- ▶ Lunch
- ▶ Whole Committee Work
- ▶ Public Comment

# Meeting Procedures

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- ▶ **Public meetings:** All meetings will be advertised, will be open to the public, and will be held pursuant to the Louisiana Open Meetings Law.
- ▶ **Public comment at meetings:** Public comment will be received during each meeting and prior to any votes. Members of the public may also submit written comments for the record.
- ▶ **Working Groups:** We will work collaboratively through this work, we expect active participation and discussion throughout the process.
- ▶ **Content of public comment:** All public comment must relate to the review and development of standards, not other matters of policy.
- ▶ **Committee leadership:** Each committee and subcommittee will be facilitated by a chairman.
- ▶ **Voting:** Subcommittee members will work together to finalize any recommended revisions or additions to standards. Votes will then be taken as a slate, not by individual standard or edit, to move proposed standards forward to the committee and to BESE.
- ▶ **Voting proxies:** No proxies will be allowed for voting purposes. Participants must be in attendance to vote.
- ▶ **Legislative liaisons:** Appointed legislative liaisons will attend all meetings and report back to the Legislature.
- ▶ **Minutes:** Minutes from each meeting will be submitted to the legislature and videos, where available, will be posted to the LDE's website.

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# Overview of the Louisiana Student Standards

# The Louisiana Student Standards

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The Louisiana Student Standards are statements that:

- ▶ Define **what** a student should know or be able to accomplish at the end of a specific time period or grade level or completion of a course.
- ▶ Represent the knowledge and skills needed for students to successfully transition to postsecondary education and the workplace.
- ▶ Serve as the basis for state assessments that
  - ▶ Set student achievement standards consistent with students nationally.
  - ▶ Provide questions comparable to national achievement tests, including but not limited to the National Assessment of Educational Progress.
- ▶ Allow local districts, schools, and teachers to develop and implement curriculum, content and methodology for required subjects.

# How Standards Connect

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- ▶ The standards build on skills learned in previous years and avoid repetition from year to year.
- ▶ Standards connect **across grades** and **within each grade**.

These progressions are important because:

- ▶ Students build new understanding on foundations built in previous years.
- ▶ Students have time to develop solid conceptual understanding of content and build on it.
- ▶ Each standard is not a new event, but an extension of previous learning.



# Three Key Features of a Quality Standard

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| Does  | Does NOT   |
|---|--|
| 1. Identify key knowledge and skills that <i>students</i> should demonstrate by the end of the year                     | <ul style="list-style-type: none"><li>• Focus on <i>teacher</i> actions or what <i>teachers</i> should do to teach that content</li><li>• Require specific instructional strategies, approaches, curricula or text to be used (“e.g.” or “such as” indicate an example, not a requirement)</li><li>• Omit critical content</li></ul> |
| 2. Connect learning within and across grade levels  | <ul style="list-style-type: none"><li>• Include unnecessarily repetitive standards</li><li>• Create contradictions within a grade or with standards in other grades</li><li>• Create gaps in the progression of learning within or across grades</li></ul>   |
| 3. Use clear language that clarifies for educators what students should be able to do at the end of a particular grade. | <ul style="list-style-type: none"><li>• Use ambiguous or vague language</li></ul>  |

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## **Practice Session**

Revising Louisiana Student Standards for  
English Language Arts (ELA) and Literacy while  
Maintaining Quality

# Quality Standard Criteria 1

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- ▶ **Criteria:** Identify key knowledge and skills that *students* should demonstrate by the end of the year.
  - ▶ Does *not* focus on *teacher* actions or what *teachers* should do to teach that content
- ▶ **Original standard:** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (W.2.7)

| Doesn't Meet Criteria  | Meets Criteria   |
|--|--|
| <i>Sample Revision:</i> Observe a model lesson where the teacher researches a topic and writes a report. | <i>Sample Revision:</i> Participate in shared writing projects and class investigations of a topic or series of questions (e.g., read a number of books on a single topic to produce a report; record science observations). |

# Quality Standard Criteria 2

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- ▶ **Criteria:** Quality standards connect learning within and **across** grade levels.
  - ▶ Does *not* create gaps in the progression of learning within or across grades
- ▶ **Original standards:**
  - ▶ Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (RL.1.4)
  - ▶ Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (RL.2.4)
  - ▶ Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language, (RL.3.4)

| Doesn't Meet Criteria   | Meets Criteria  |
|---|---|
| <i>Sample Revision:</i> RL.2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. | <i>Sample Revision:</i> RL.2.4a: Describe how words and phrases supply rhythm and rhyme in a poem or song.<br>RL.2.4b: Determine the meaning of words and phrases as they are used in a text. |

# Quality Standard Criteria 3

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- ▶ **Criteria:** Use clear language that clarifies for educators what students should be able to do at the end of a particular grade.
  - ▶ Does *not* include unnecessarily repetitive standards or create contradictions within a grade or with standards in other grades
- ▶ **Original standards:**
  - ▶ Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (W.5.1)
  - ▶ Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.5.2)

| Doesn't Meet Criteria  | Meets Criteria   |
|--|--|
| <p><i>Sample Revision:</i> W.5.1: Write opinion pieces (e.g., letters, book reports, editorials, advertisements, personal essays) on topics or texts supporting a point of view with reasons and information.</p> <p>W.5.2 Write informative/explanatory texts (e.g., newsletters, book reports, research reports, how-to manuals, personal essays) to examine a topic and convey ideas and information clearly.</p> | <p><i>Sample Revision:</i> W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> |

# Sample Standard Feedback

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| Original Standard   | Proposed Revision  |
|---|--|
| RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.   | No revisions proposed.   |
| RL.7.5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.   | RL.7.5: Analyze how the overall form or structure of a text contributes to the development of the theme, setting, or plot. |
| RL.8.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.  | RL.8.5: Compare and contrast major ideas in two or more texts including overall meaning and style.                         |
| RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise | RL.9-10.5: Analyze how an author's choices to structure a text create such effects as mystery, tension, or surprise.       |

# Questions to Discuss

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- Is the edit necessary? (Is there a valid rationale for making the edit?)
- Does the proposed wording of a revised standard meet the five qualities of a quality standard?
  1. Identify the student knowledge and skills to be demonstrated by the end of the year
  2. Connect learning within and across grade levels
  3. Do not **require** specific instructional strategies/approach/curriculum/text to be used
  4. Avoid contradictions and/or unnecessary repetition
  5. Avoid ambiguous or vague language
- Do the proposed edits maintain connections within and across grades? If not, what other standards are impacted?

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## **Practice Session**

Revising Louisiana Student Standards for Mathematics  
while Maintaining Quality



# Quality Standard Criteria 1

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- ▶ **Criteria:** Identify key student knowledge and skills that students should demonstrate by the end of the year.
  - ▶ Does not omit critical content
- ▶ **Original standard:** When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (K.CC.B.4)

| Proposed revision   | Issue   |
|---|---|
| <p>When counting objects, say the number names as it relates to an object in the group.</p> <p>Removed Content:</p> <ul style="list-style-type: none"><li>• Saying names in the correct counting sequence.</li><li>• Pairing each object with one and only one number name (and vice-versa)</li></ul> | <ul style="list-style-type: none"><li>• Saying names in correct counting order may be implied, but needs to be stated explicitly. Young students often count out of order or repeat numbers when counting.</li><li>• Pairing one name per one item is the basis of understanding one-to-one correspondence.</li></ul> |

# Quality Standard Criteria 1

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- ▶ **Criteria:** Identify key student knowledge and skills that students should demonstrate by the end of the year.
  - ▶ Does not require specific instructional strategies, approaches, curricula or text to be used (“e.g.” or “such as” indicate an example, not a requirement)
- ▶ **Original standard:** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem (1.OA.A.1)

| Proposed revision  | Issue   |
|--|---|
| Use objects, drawings, and equations with a symbol for an unknown number to represent a problem, solve addition and subtraction word problems within 20. | Using objects, drawing, and equations are no longer examples therefore it is implied that they are mandatory. |

# Sample Standard Feedback

| Original Standard   | Proposed Revision  |
|---|--|
| <p>K.CC.B.5: Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p>  | <ul style="list-style-type: none"><li>• Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle.</li><li>• Count to answer "how many?" questions about as many as 10 things in a scattered configuration.</li><li>• Given a number from 1-20, count out that many objects.</li></ul>   |
| <p>I.OA.B.3: Apply properties of operations as strategies to add and subtract. <i>Examples: If <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known. (Commutative property of addition.) To add <math>2 + 6 + 4</math>, the second two numbers can be added to make a ten, so <math>2 + 6 + 4 = 2 + 10 = 12</math>. (Associative property of addition.)*</i></p> <p>*Students need not use formal terms for these properties.</p> | <p>Apply properties of operations as strategies to add and subtract. Use mental strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</p> |

# Questions to Discuss

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- Is the edit necessary? (Is there a valid rationale for making the edit?)
- Does the proposed wording of a revised standard meet the five qualities of a quality standard?
  1. Identify the student knowledge and skills to be demonstrated by the end of the year
  2. Connect learning within and across grade levels
  3. Do not **require** specific instructional strategies/approach/curriculum/text to be used
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  5. Avoid ambiguous or vague language
- Do the proposed edits maintain connections within and across grades? If not, what standards are impacted?

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## **Committee Small Group Work Time**

Objective: Discuss your grade level's compiled feedback, come to a consensus and submit final written revisions to share with the rest of the content subcommittee.

# Time Limit: 2 hours

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- ▶ Sit with other members of your content committee who were assigned to review the same grade and content
- ▶ Review the compiled feedback on standards submitted by members of your grade-level group
  - ▶ Use the criteria for a quality standard and the discussion questions to evaluate each suggested revision
- ▶ Come to consensus on which revisions should be referred to the entire subcommittee
- ▶ Record your group's final proposed revisions in the blank feedback form provided on your USB drive.
  - ▶ Your form should include final language for any standard that you propose changing or any standards that would be impacted by your edits as well as your rationale for each revision.
- ▶ Email your form to [annesmith@vpsb.k12.la.us](mailto:annesmith@vpsb.k12.la.us) and [LouisianaStandards@la.gov](mailto:LouisianaStandards@la.gov).

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# Lunch

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## **Committee Whole Group Work Time**

Objective: Generate a preliminary draft of the K-2 standards for consideration by the Standards Committee on November 12.



## Time Limit: 2 Hours

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- ▶ Indicate which standard(s) you would like to discuss as a whole group.

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# Public Comment