

**Report on ELA Standards Review to LILAC  
December 13, 2008  
Victor Jaccarino, Lead Chairperson of English  
Herricks Public Schools**

- I. Review Process
  - A. Regents Steering Committee Charge
  - B. ELA Panel Established
  - C. Development of Working Principles:

**Standards Review Working Principles**

1. Include three levels of standards:
  - Student learning standards (content);
  - Teacher knowledge standards; and
  - System infrastructure standards.
2. Develop a single set of standards for each content area.
3. Infuse basic and academic literacy throughout all the content areas.
4. Infuse cultural aspects of literacy throughout all the content areas as appropriate.
5. Infuse real life application skills throughout all the content areas.
6. Develop measurable standards.
7. Review PreK-12 standards within the context of a seamless P-16 continuum
8. Integrate technology throughout all the content areas.

- II. ELA Panel Working Meetings with Researchers
- III. Public Forums

A. **Technology:** The new standards need to integrate technology in ways that provide for advances in both current and future technologies.

B. **Disciplinary and Cross-disciplinary Literacy Standards:** The Forums reinforced the concept that literacy standards should be incorporated across the content areas.

C. **Assessment:** It is essential that ELA assessments are fair, valid, and sensible. These assessments need to be based on current research and best practice, with a focus in multiple formative assessments which provide a more comprehensive view of students' progress and achievement.

D. **Format:** There is a critical need for a format that will make the standards clear, less redundant, and readily accessible to and usable by teachers, as well as parents and other constituencies.

### Major Points of Consensus of ELA Panel

1. One set of standards.
2. Replace the items currently designated as “standards.”
3. Use the “Core Performance Indicators” and “Qualities” from the State assessment rubrics to develop revised standards.
4. Embed literacy into all of the content areas.
5. The study of literature and language should be emphasized and elevated as an endeavor separate from literacy.
6. Add viewing and (re)presenting.
7. Connections between Pre-K through 12 and college need to be made more explicit and systematic.
8. Support for English language learners, special populations, and students at different developmental levels is essential
9. Early Childhood presently is covered inadequately in the current document.

### Work in Progress

1. Rewriting, deleting present performance indicators
2. Writing new, world premiere performance indicators
3. Writing new standards

## **Moving from Review to Revision**

Review the report on Benchmarking from Achieve.

Continue to work with 21st Century Learning to identify higher-order skills, and integrate the key themes into each of the appropriate academic areas.

Review the report from NYCC on format and terminology used in other states.

Review the NAEP (National Assessment of Educational Progress) framework for literacy.

Develop a plan to achieve the goal of a cross-disciplinary literacy strand.

Finalize the standards and performance indicators.

Develop a preamble to the standards document. It is essential to explain to teachers, administrators, parents, students, and the community the thinking that went into the development of the new standards. Clear, well-articulated explanations of the goals of the ELA/ELL standards need to be developed. Also, this preamble should help teachers understand how to use the new standards.

Develop a strong, robust professional development system which will support the educational community as it implements this first round of the new standards. There should be an attention-getting rollout of the document, as well as immediately available, high quality professional development. This professional development should include workshops, forums, print material, web-based material, hotlines, and frequent feedback sessions.

Develop recommendations about the level of infrastructure needed to support the effort to enable all students to meet, and possibly exceed, the expectations of the new standards.

**STANDARDS REVIEW INITIATIVE**  
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