

Washington State Learning Standards Review and Revision

**Inviting the community to provide feedback.
Your partnership is appreciated.**



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A background image showing a group of young children in a classroom. A girl in the foreground, wearing a yellow shirt, has her hands raised high in the air. Other children are visible in the background, also with hands raised, suggesting an active learning environment.

Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



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Tribal Land Acknowledgement

I would like to acknowledge the Indigenous people who have stewarded this land since time immemorial and who still inhabit the area today, the Steh-Chass Band of Indigenous people of the Squaxin Island Tribe.



Today's Time:



Project Goals and Process

Including revision timeline and expected products



What's New in Content

ELA, Mathematics, and Science



Public Comment

Timeline and feedback survey



Next Steps



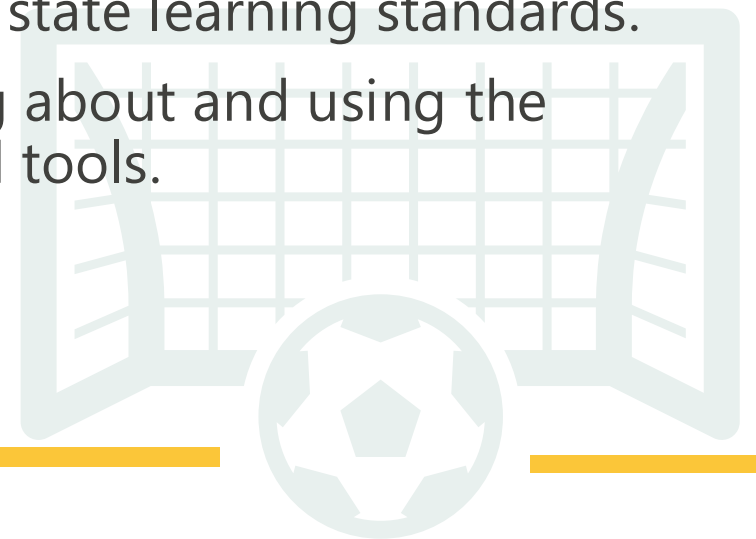
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Objectives:

Participants will be provided with a brief overview of the process used for the revision project and how to engage to provide public comment

Standards Review Project Goals

- **Refine, prioritize, and clarify** the existing standards.
- Develop **wraparound guidance** for educators that clarifies opportunities for:
 - Cultural responsiveness
 - Universal design
 - Language development
 - Social emotional learning
 - Cross-content integration
- Establish a **uniform process for the periodic review** of the state learning standards.
- Develop a multi-year **plan to support educators** in learning about and using the revised learning standards and accompanying resources and tools.



Refine, prioritize, clarify...



Provide a consistent format for all standards documents



Prioritize the standards within the grade-level or grade-band

Identify the standards that will be universally taught to all students at that grade level or grade band across the state



Clarify the language of specific standards



Revisions include necessary content updates; emerging knowledge needs and alignment of existing standards

Content Overview



Math builds from Common Core Mathematics Standards



Adds standards in Data Science



Science builds from Next Generation Science Standards



Embeds Environment and Sustainability Education standards and makes explicit climate science connections



ELA builds from Common Core ELA/Literacy Standards



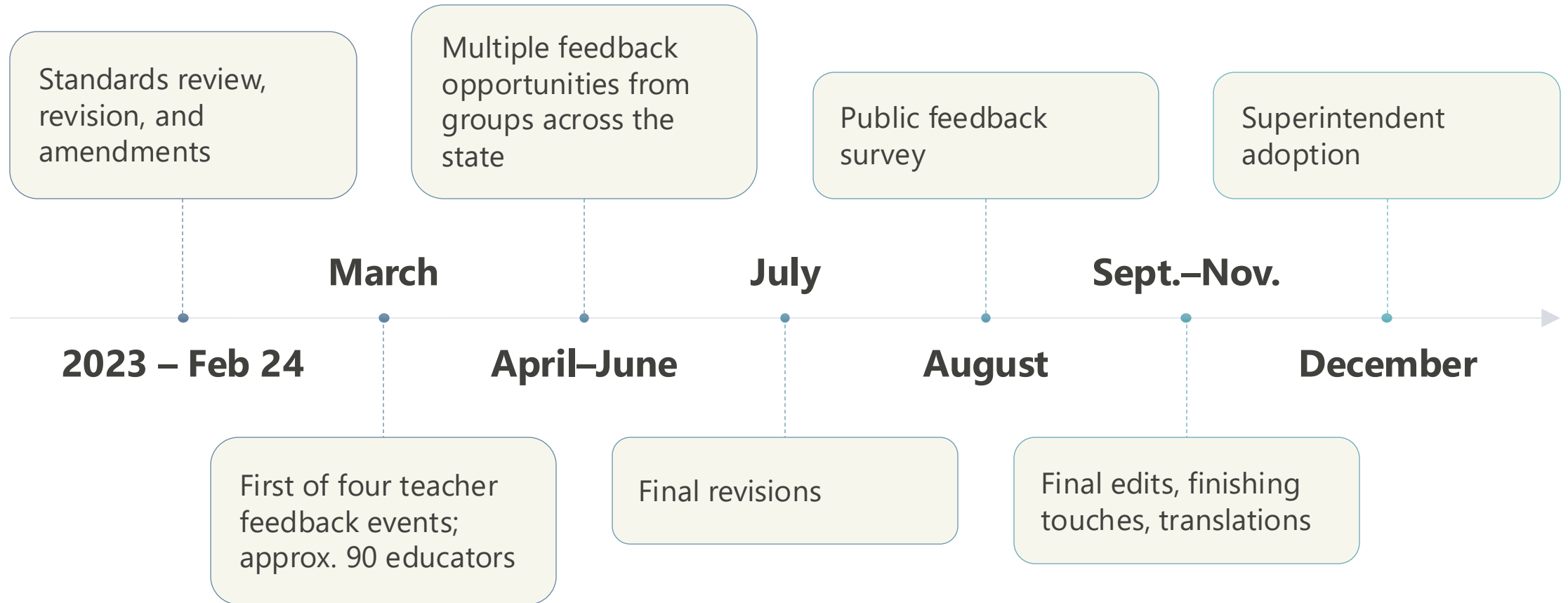
Adds standards in Media Literacy and Digital Citizenship

Prioritization

- Focus on streamlining standards; being responsive to educator feedback and established district need
- Identify a universal set of standards that all students should have the opportunity to develop mastery; supporting all students having access and addressing inequities especially for highly mobile students
- Support where important interventions are being provided – starting at whole class level
- State Assessment data **will not** determine priority standards. Assessments will be adjusted, as needed, after adoption









Timeline for Math, Science, and ELA


































































Washington State Learning Standards

State Learning Standards Review and Revision Cycle

In accordance with RCW 28A.655.070, the Superintendent of Public Instruction will periodically revise the state learning standards. The projected review and revision cycle is below.

	Start Standards Review		Implemented in Schools
	State Adoption Target (OSPI)		Statewide Summative Assessment
	Professional Learning/Transition		Next Revision Begins

Content Area		2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
	English Language Arts <i>(including Media Literacy & Digital Citizenship)</i> <i>Adopted 2011</i>											
	Mathematics <i>(including Data Science)</i> <i>Adopted 2011</i>											
	Science <i>(including Environment and Sustainability Education)</i> <i>Adopted 2013</i>											
	Health & Physical Education <i>Adopted 2016</i>											
	World Languages <i>Adopted 2015</i>											
	Financial Education <i>Adopted 2016</i>											
	Social Studies <i>Adopted 2018</i>											
	Arts <i>Adopted 2017</i>											
	Computer Science <i>Adopted 2018</i>											
	Educational Technology <i>Adopted 2018</i>											

Products and Outcomes

Working Name	Intended Use/Description	Audience
WA Learning Standards adoption document	A streamlined, uniform presentation of the learning standards. Priority standards clearly visible.	Public, education community, legislators, etc.
Family Grade Level Resource Guide	Short explanations of the prioritized learning standards in each grade level, including how to foster/encourage/help at home.	Parents, families, care-givers, public, education community
Teacher Implementation Guides	Many details to support teachers in unpacking and using the learning standards, with integration and connections across subject areas.	Teachers, principals, district staff, other instructional staff
Crosswalk documents	Identify changes from original adopted standards language. New version on the left, old version on the right with mark-up.	Teachers, principals, district staff, other instructional staff, curriculum review staff



Wraparound guidance...

Implementation
Products – Unpacking
Documents

Similar formatting
across content areas

Explain/unwrap/unpack
the individual standards

Add examples and
other supports as
needed

Show connections to
previous and future
learning

Bundle/group related
standards within the
content area that can
authentically be taught
together



Family/Caregiver Guides

- Support two-way communication between the family/caregiver and the school
- Priorities for learning each year identified
- Supporting positive family/caregiver relationship with child
- Give family/caregiver need-to-know-for-this-grade information to help them navigate school processes



Feedback events to date

Washington
Association of
Learning
Alternatives

CSTP Teacher
Feedback Events

ESD Regional
Coordinator Events

Association of
Washington School
Principals

Washington
Association of
School
Administrators

Association of
Student Leaders

Washington State
Indian Education
Association

Many Others





What's New In Content: English Language Arts Standards Update

What is new in the ELA Standards?

- Addition of Media Literacy and Digital Citizenship
- Streamlining Standards – ex. literary and informational text
- Process of Learning – scaffolding students' learning experiences
- Emphasize critical thinking skills



Media Literacy & Digital Citizenship

Media literacy standards help students understand what's going on “behind the scenes” so they can make their own informed decisions.

This includes using their own lenses to analyze:

- the effects of media messages on themselves and others
- the purposes of media messages and the techniques used to accomplish them
- the accuracy/logic of media messages
- the relevance and credibility of information sources
- the potential consequences of helping to spread media messages



New digital citizenship-related standards address the complexities students face in digital forums, which function more like conversation than most writing.

The revised standards address the emerging realities of conversation in a digital age.



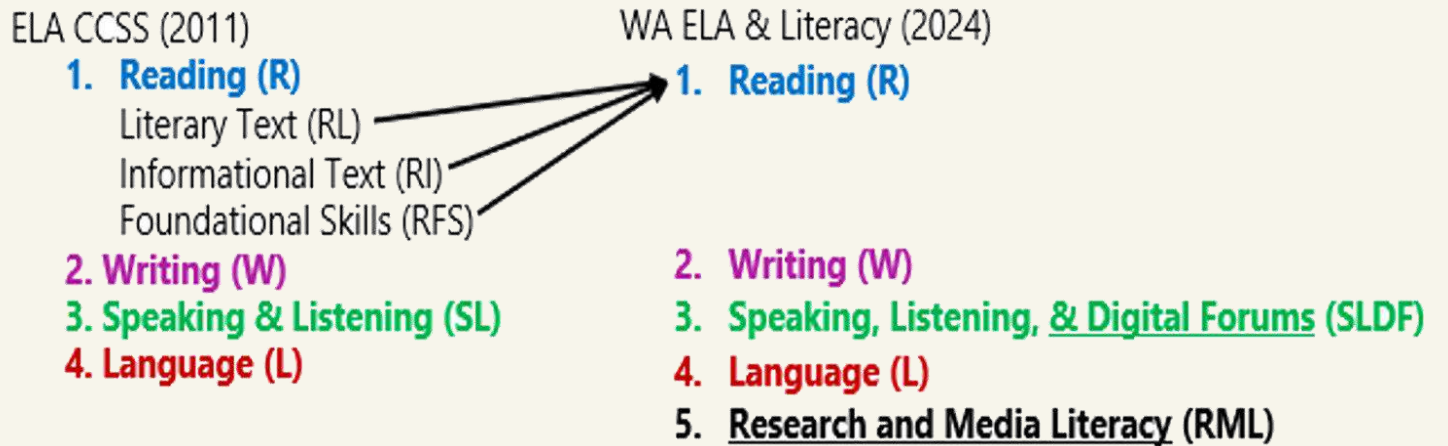
Prioritizing The ELA Standards

- Each strand in a grade level or band begins with a “big picture” standard that broadly defines the range of skills and activities that students engage in that strand.
- Together, the six “big picture” standards describe literacy in each grade level or band.
- Priority standards provide focus and context for the other standards within the strand.
- Approximately ten additional priority standards across all strands supplement these six “big pictures” priority standards in high school. These additional priority standards are crucial for college, career, and civic readiness.

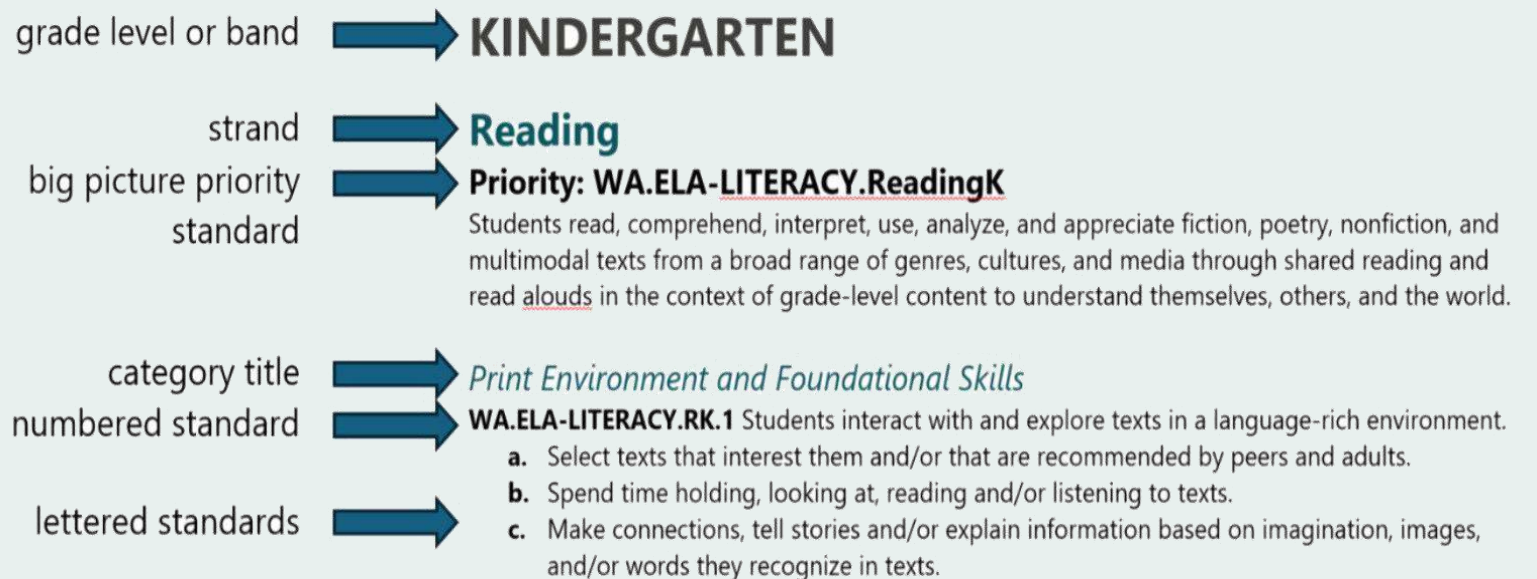


Revisions to Strands and Reading the Standards

Revisions to Strands



How to Read the Standards

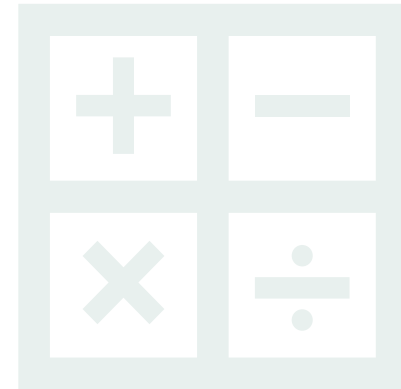




What's New In Content: Mathematics Standards Update

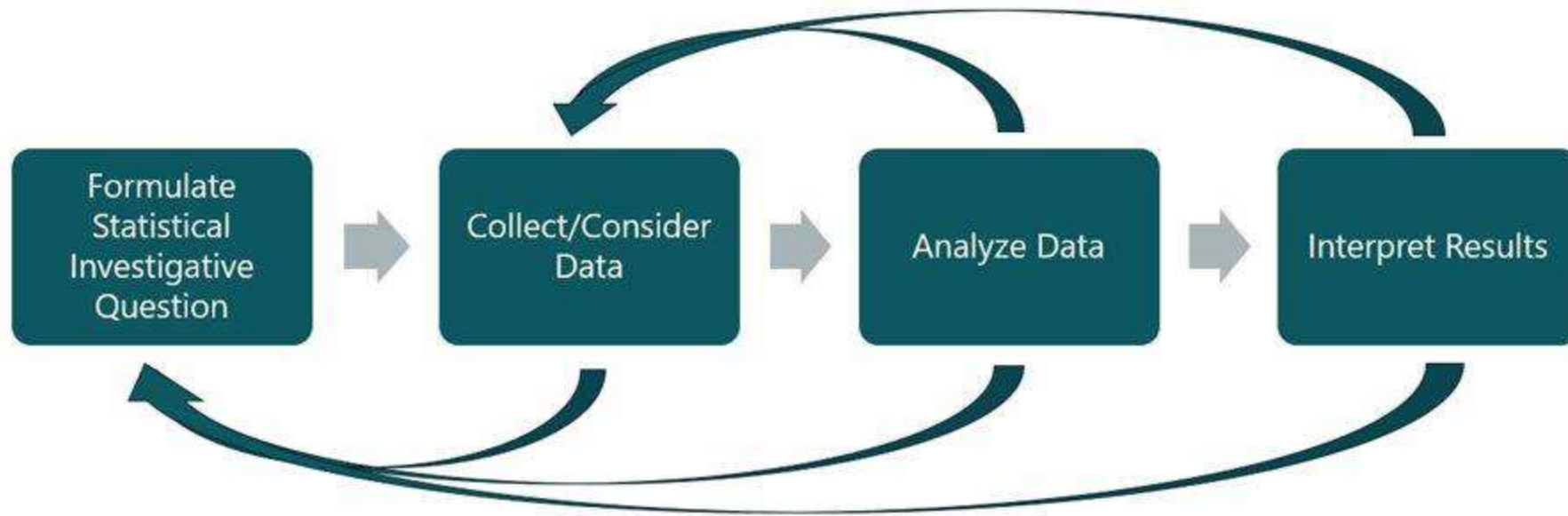
What's new in the Math Standards?

- K-12 Data Science standards
- Uplifting of the Standards for Mathematical Practice
- Clarity provided throughout the revised standards
- Prioritization of Math standards
- High School arrangement of Math standards



Data Science

Data science standards have been added to all grades kindergarten through high school to continue to prepare students for a changing world with technologies and industries that increasingly require data literacy and expertise.

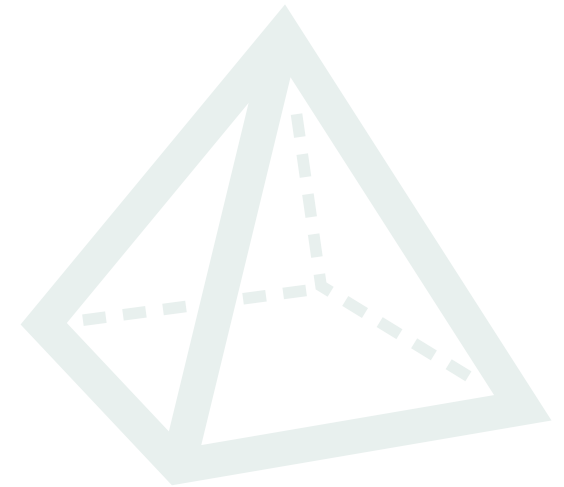


American Statistical Association. (2020) *Pre-K-12 Guidelines for Assessment and Instruction in Statistics Education (GAISE) Report II: A Framework for Statistics and Data Science Education*. https://www.amstat.org/asa/files/pdfs/GAISE/GAISEIIPreK-12_Full.pdf



Standards for Mathematical Practice

- Revisions to the Washington State Learning Standards for Mathematics have provided the opportunity to elevate the Standards for Mathematical Practice. Students are encouraged to utilize multiple ways of thinking and doing mathematics, and to reflect on the reasonableness of their answers.
- Focusing on these practices increases students' understanding of the concepts offered in the early grades for greater success in later grades.



Clarity

- Opportunities to provide clarity in the revised Washington State Learning Standards for Mathematics can be found throughout the grade levels.
- One example of this shift can be found in a move to clarify “fluently” to “flexibly, efficiently, and accurately” which means students can use a variety of approaches or researched strategies that work toward a solution in a way that is efficient and works toward a correct solution for different problem types.



Prioritization

- The revised Washington State Learning Standards for Mathematics identify priority and supporting standards based on the existing “Focus of the Grade” documents authored by the Student Achievement Partners, historically referred to as “Achieve the Core.”
- These prioritized standards represent the big ideas at each grade level and reflect the major learning of the grade. Standards that are not identified as priority offer support and are connected to those big ideas.
- While not all standards are prioritized in the revised standards , the standards document represents what students should know and be able to do by the end of the school year.



High School Math Arrangements

- Standards grouped in alignment RCW 28A.230.090 (and WAC 180-51-068)
- Greater ease of use to identify math content in the first two years of high school vs. math content aligned to a student's High School and Beyond Plan

Group 1	<ul style="list-style-type: none">• Algebra 1• Geometry	<ul style="list-style-type: none">• Algebra 2*
Group 2	<ul style="list-style-type: none">• Integrated Math 1• Integrated Math 2	<ul style="list-style-type: none">• Integrated Math 3*
Group 3	<ul style="list-style-type: none">• Credit 1 (Year 1)• Credit 2 (Year 2)	<ul style="list-style-type: none">• Credit 3 (Year 3)*

*Course aligned to student's High School and Beyond Plan

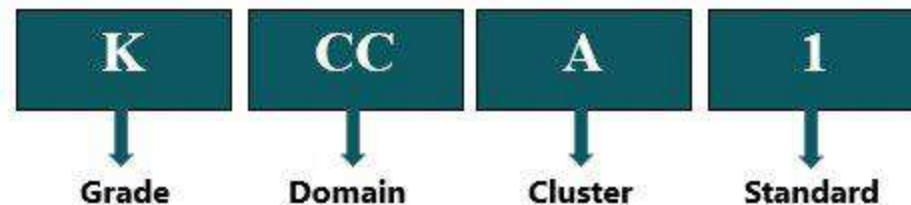


How to Read the Math Standards

The revised Washington State Learning Standards have retained the structure and numbering of the Common Core to support student learning progressions and educator access to nationally aligned resources to support high quality mathematics instruction.



K.CC.A.1





What's New In Content: Science Standards Update

What's new in the Science Standards?

- **Overarching Priority Standards** are new additions that provide a cohesive K-12 progression. They describe the core ideas for each grade level or grade band and provide broad targets for student learning. Student access to and understanding of these priority standards ensures student learning across all science content areas.
- **Supporting Standards** are the existing NGSS Performance Expectations (PEs) that unpack the Priority Standards and serve as three-dimensional milestones for each grade level or band.
- **Essential Questions** are added to anchor and guide student learning towards the Priority Standard, showing how the Supporting Standards, which are the Performance Expectations from the NGSS, work together to support student proficiency.



Incorporating ESE, Climate, and Engineering

- Standards Tags are added to highlight connections to additional standards and learning possibilities.
 - Climate [Climate] – direct and supporting standards to climate science
 - Engineering [Engineering] – critical skills and knowledge to develop and show proficiency in engineering
 - Environmental and Sustainability [ESE] – engaging in place-based and locally relevant problem solving for the world and community



How to Read the Science Standards

1 → PHYSICAL SCIENCE

1. Science Domain
2. Essential Question for Standard or Group of Standards
3. Priority Standard Name
4. Priority Standard Language
5. Supporting Standard(s) (Performance Expectations or PEs) that unpack the Priority Standard for the grade level/band.
6. Supporting Standard (PE) Name
7. Supporting Standard (PE) Language

2 → **What are the properties of matter and what causes those properties to change or stay the same?**

3 → **Priority: WA 5.PS1**

4 → Use evidence, data, and modeling to investigate and measure the properties of matter and how combining matter or changing its temperature affects those properties.

5

5-PS1-1

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

5-PS1-2

Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

5-PS1-3

Make observations and measurements to identify materials based on their properties.

6 → **5-PS1-4**

Conduct an investigation to determine whether the mixing of two or more substances results in new substances.





Standards Screening, Public Comment, and Next Steps

Inclusive Learning Standards

- Aligned with requirements of ESB 5462
- Bias and Equity Screening Tool Developed
 - Through a collaborative process by Commissions and Partners
- Standards screened by Educators in August
- Results reviewed and feedback shared with OSPI content teams



Open Public Comment

Available from August 16th to September 13th

- All documents: [Learning Standards Public Comment](#)
- Survey: [Standards Public Comment: ELA, math, science \(alchemer.com\)](#)

- QR codes: English



- Translated



Next Steps

- Survey feedback compiled and shared with content teams
- Revisions and adjustments
- Standards documents translated
- Adopted by Superintendent December 2024
- Implementation/Unpacking Documents Released January 2025
- Family/Caregiver Guides Released 2025
- Professional Learning Supports Begin 2025



Questions?

standards.review@k12.wa.us

Please visit our website and take the public comment survey.
Thank you!

*We appreciate your support
of this critical work!*





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