

Q&A

Standards Review Webinar

12.14.23

Q: Is there any possibility that wraparound guidance will also be developed in relation to reporting and communicating to caregivers?

A: We are creating communication tools about the learning standards with caregivers as the primary audience. We are still in the early stages of development; we'll try to highlight those more clearly in future webinars.

Q: Since the NGSS has grade band standards instead of yearly for secondary, will the state be identifying which standards should be at a certain grade level?

Answer during webinar: Leadership is open to this possibility, should the teacher focus groups indicate that this is necessary. The science team is currently focused on prioritizing within the grade bands of the NGSS (middle school and high school).

Clarification after webinar: There are no current plans to identify which standards should be taught at which grade level in secondary science. OSPI recognizes that districts across the state have many models and pathways for courses in secondary science that distribute the standards differently based on their local context. For example, some districts teach science domains only at certain grades (i.e., 6th Grade Life Science) and others integrate them across grades and across courses (i.e., an integrated model). Also, there are over 30 science/CTE equivalency courses that distribute standards in varying ways. Science curriculum is selected that supports a local district's chosen model, pathway, or course design for secondary standards placement.

Q: What is the funding structure for professional development for teachers?

A: This is a very important question. OSPI will rely on the feedback from educators and district administrators to identify the needs related to professional development. There is no current funding legislatively directed for professional development related to learning standards.



Q: Will students be assessed for ELA using the Smarter Balanced Assessments (SBA)?

A: Students will continue to be assessed for both ELA and math using the Smarter Balanced Assessments through at least spring 2028. We are open to exploring possible changes to these tests as a result of the prioritization and clarification of the learning standards, but we are still too early in the standards review/revision process to determine impacts to the state assessment.

Q: Will media literacy and digital standards be focused on particular age ranges?

A: Media Literacy and Digital Citizenship will be included at each grade level of the ELA standards in age-appropriate ways. When the Social Studies and the Educational Technology standards are revised, Media Literacy and Digital Citizenship will be further highlighted in those, as appropriate. The teacher implementation documents for **all** the learning standards (math, science, health, etc.) will include connections to Media Literacy and Digital Citizenship where applicable.

Q: The implementation/unpacking documents look amazing. I am wondering if there is a possibility that these could align with learning progressions, or if there is a potential for learning progressions to be developed in alignment with the standards?

A: OSPI will consider this idea and how that might exist within and across content areas.

Q: I am excited that there will be recommendations provided for integration of the NGSS with math and ELA for all students and not just for English Language Development.

A: We are excited that you are excited!

Q: Will structured literacy practices be incorporated into the ELA recommendations?

A: Instructional practices are not prescribed by the standards. The supporting materials connected to the ELA standards and the professional learning that follows the learning standard adoption will include evidence-based instructional practices for the range of literacy activities included in the standards (reading, writing, speaking, listening, research, media literacy, and digital citizenship).

Q: How will the changes to the standards affect the state assessment?

A: We don't know the answer to this yet. This will be determined after the standards are prioritized, clarified, and approved.

Q: How are standards, assessment, and curricular tools being aligned?

A: After the standards are adopted, OSPI assessment staff will begin the work of adjusting the state ELA, math, and science assessments to align with the newly adopted standards, as needed. Districts and schools will continue the current practice of aligning local assessments with the adopted standards. The teacher implementation documents will be created by OSPI staff to help teachers unpack the standards, and will clarify opportunities for teachers to make connections to Universal Design for Learning, social-emotional learning, language development, cultural responsiveness, other content areas, etc.

Q: We are part of the Mastery Based Learning Collaborative. Much of our work has been identifying essential standards. Are you coordinating with the State Board of Education (SBE) since the schools are already deep in this work?

A: We will be working with many stakeholders as a result of this work. We have already been working with SBE on mastery-based learning and will continue to update the SBE on the revision and adoption of state learning standards.

Q: Will we have guidance on the high school math standards, which standards should be taught in each "course" (i.e. Algebra 1 or Geometry, etc.)? We are also very curious about the third-year math credit guidelines.

A: OSPI will provide guidance on the math standards that should occur in the first and second credits of high school. Districts may choose to use different models to present those standards to students via different math sequences, for example, an Algebra 1, Geometry, Algebra 2 sequence or an Integrated Math 1, Integrated Math 2, Integrated Math 3 sequence. For this reason, the final set of math standards will reflect what students should know and be able to do in grades K–10, with additional guidance on standards that should be in a third credit high school math course, and how additional math standards may align with third credit math options aligned to a student's High School and Beyond Plan.

Q: What will the new format look like for the standards?

A: We are working on creating consistent templates for each content area to identify the standards. We will share the new format in our January webinar. There will also be “implementation” documents that will support background and connections for the teaching of the standards with common components.

Q: Will the standards review process lead to statewide curriculum recommendations?

A: Curriculum adoption will continue to follow local processes. OSPI does not direct curriculum adoption decisions. Identification of instructional materials and supports may be a component of future recommendations for districts after the initial standards adoption; these may serve to support curriculum adoption decisions.

Q: What funding support will be available for districts to supplement or update local curriculum?

A: We are working on a plan for professional development support, but there is no dedicated state funding provided at this time to support districts to supplement or update local curriculum.

Q: It seems that more standards are being added into the ELA and Math standards (data science, digital citizenship, etc.). I’m curious if there is really a narrowing of standards to help teachers prioritize?

A: The standards adoption process provides us the opportunity to prioritize standards and ensure relevance—where we see content is missing, like data science and digital citizenship, it is our responsibility to update those standards in service to students.

Regarding data science standards in mathematics, these standards give additional depth to Measurement and Data, and Statistics and Probability standards across all grades. While the addition of data science standards adds language to what students should know and be able to do at the end of each year, these standards will amplify existing standards, drive learning within those standards deeper, and facilitate content integration across all grades.

Q: Can the timeline be more specific?

A: We will add a second page with definitions and more details.

Q: With dual language, will there ever be an SBA for Spanish Language Arts so it is taken either for language arts or will always only be ELA, English Language Arts?

A: We can't speak to "will there ever" or for "always." Currently the Smarter Balanced Assessment Consortium does not have any plans to translate their ELA assessment into a Spanish version.