Revision of State ELA Standards & Assessments

Winter GACIS – February 2023

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Revision of ELA Standards

1. Process & Timeline
2. Progress & Revisions
Projected Timeline

1. May 2022—Winter/Spring 2023
   • Review & Revision
2. Spring 2023
   • Public Comment & Adoption
3. 2023-2025
   • Professional Learning & Resource Development
4. 2025-2026
   ★• Full classroom implementation
Process & Progress

1. Period of public comment: July—September 2019
2. Citizen review committee: November 8, 2021
3. Teacher working committees: May—July 2022
4. Academic review board: October 24, 2022
5. Citizen review committee: October 24, 2022
6. SBOE approval for public comment: November 3, 2022
7. Public comment: November 3—December 5, 2022
8. Teacher working committees: December 2022—Winter/Spring 2023
9. SBOE approval for public comment: Projected Spring 2023
Initial Public Feedback (2019)

Top Concerns:
• Preparation for college vs. for careers and life
• Number of standards vs. time to teach
• Not fostering creativity and autonomy

Public Comment

KEY FINDINGS OF THE Stakeholder Survey on the Georgia Standards of Excellence for English Language Arts

In July 2019, the Georgia Department of Education released surveys on the Georgia Standards of Excellence for Mathematics and English Language Arts. Both surveys were made available to all stakeholders, including teachers, educational leaders, business/industry, and community members. In total, from July 23 to September 28, more than 11,000 Georgians completed the ELA survey.

Key findings from their responses are below; the results are available at gadoe.org/standards.

OVERALL TRENDS
• In general, parents and teachers feel the standards do a better job preparing students for college than for careers and life.
• More than two-thirds of teachers agree the wording of the standards is accessible to teachers. However, most teachers feel the wording of the standards is not accessible to their students, and more teachers (44.3%) think the wording of the standards is not accessible to parents.
• In general, K-8 parents expressed a greater rate of concern than teachers across all categories of the survey (with the exception of whether the language/terminology of the standards is accessible to teachers). Most parents believe it is clear and easy to understand.
• The top concerns expressed by teachers and parents are the number of standards vs. time available to teach them and the current standards not fostering creativity and autonomy in the classroom. Teachers also have strong concerns about whether the standards are accessible to their students.

K-5 TRENDS
• Parents and teachers expressed the highest rate of concern for the current K-5 ELA standards compared to other grade bands.
• More parents and teachers question how relevant the standards are to the age/grade level they are currently assigned.
• The majority of teachers believe the K-5 ELA standards are too rigorous.

TEACHERS - 4,756 RESPONSES
• More teachers feel the standards are not age- and developmentally appropriate (46.3 percent disagreeing vs. 42.4 percent agreeing).

Citizens Review Committee

Georgia K-12 English Language Arts Standards Review Process

Citizens Review Committee

Description of Committee Activities and Working Notes from the November 8, 2021 Meeting
Key Language

- Accessibility
- Relevance
- Time to teach
- Creativity
- Autonomy
- Rigor
- Essential knowledge
- Key skills
- Enduring concepts

- Developmental appropriateness
- Clear & concise language
- Cohesive instructional sequence
- Standards-drive instruction
- Emphasis on standards
- Preparation for college, careers, & life
Design Elements & Considerations

- Accessible language
- Consistent and coherent structure
- Clear and realistic expectations
- Age-appropriate
- Continuum of learning and progression of skills
- Connections between reading, writing, speaking, and listening
- Digital literacies
- Reduction in the number of standards
- Increased focus on essential knowledge, skills, and enduring concepts
Selection of Teacher Working Committees

1. Regional representation
2. Areas of expertise
3. Years of service
4. RESA, DECAL, TCSG, & USG
Framework Structure

1. **Domains** cover broad areas of ELA skills & concepts.
2. **Big ideas** serve to unify sets of related standards.
3. **Standards** describe key competencies by **grade band** (K-2, 3-5, 6-8, 9-12)
4. **Expectations** communicate the essential knowledge, skills, and enduring concepts that all students should know, understand, and practice at each grade level.
5. **Evidence** will provide specific examples of the standards and expectations in action.

(In Development)
Domains

- **Foundations (K-5)**
  - Phonological Awareness, Concepts of Print, Phonics, Fluency, Handwriting (K-2), Cursive (3-5)

- **Practices (K-12)**
  - Key literacy practices that prepare students for life, learning, & leading

- **Texts (K-12)**
  - Context (Author, Purpose, Audience), Structure & Style, Techniques

- **Language (K-12)**
  - Grammar, Usage, Mechanics
Highlights

• Elimination of unnecessary, repetitive, and vague language
• Continuum of learning: K-12 alignment of standards, expectations, and terminology
• Built in learning progression
• Connections between reading, writing, listening, speaking, viewing
• 21st century literacies
• Focus on author, audience, and purpose (why and how)
Domains

K-5

**Foundations**
Students build a foundation for achieving dynamic literacy practices, including reading comprehension.

**Language**
Students apply conventions of usage, mechanics, vocabulary, and word analysis to comprehend, analyze, and construct texts.

**Practices**
Students engage in regular practices to increase literacy.

**Texts**
Students grow in their learning as they purposefully engage with texts.

6th-12th
**Standards & Structure**

**BIG IDEA: Title**
One-sentence statement of K-12 big idea

**STANDARD: Code**
One-sentence statement of grade-band standard

<table>
<thead>
<tr>
<th>Grades</th>
<th>6th Grade Expectations</th>
<th>7th Grade Expectations</th>
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INTENTIONAL SIMILARITY TO MATHEMATICS STRUCTURE
## Learning Progression

**BIG IDEA: Title**  
One-sentence statement of K-12 big idea

**STANDARD: Code**  
One-sentence statement of grade-band standard

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**Built-in learning progressions across grade-brands and within grade-level expectations:**  
Teachers enabled to better remediate and/or accelerate learning.
## Interpreting & Constructing Texts

**BIG IDEA: Title**  
One-sentence statement of K-12 big idea

**STANDARD: Code**  
One-sentence statement of grade-band standard

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**Interpreting and Constructing Texts:**  
Magnify connections between reading, listening, viewing, writing, speaking, and creating texts
Revision of ELA Assessments
Test Development Process

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Test_Development.aspx
ELA Standards Revision
Tentative Test Development Timeline

- Georgia Milestones
  - Text Specifications Meeting – March 2023
  - Test Design & Expectations Meeting – July 2023
    - Achievement level descriptors, test blueprints, item specifications
  - Cognitive Labs (writing prompts, new item types/text types) – Fall 2023
  - Passage/Item Development – Fall 2023-Spring 2024
  - Item Review Meeting – Summer 2024
  - Pilot (writing prompts, new item types/text types) – Fall 2024
    - Rangefinding/Scoring for pilot – Spring 2025
  - Field Testing – Spring 2025
  - Operational Testing – Winter 2025/Spring 2026
  - Standard Setting – Summer 2026
Statewide Survey and Focus Groups

- Statewide survey
  - Open January 23 – February 3
  - 2,994 responses
  - 214 districts

- Focus Groups
  - Grades 3-5 teachers: 9 participants
  - Grades 6-8 teachers: 9 participants
  - High School teachers: 8 participants
  - Grades 3-12 Leaders: 14 participants
New ELA Test Design
Considerations

• Texts
  • Types (multimodal)
  • Length
  • Complexity
  • Engaging topics

• Item Types
  • Short-constructed response?
  • Narrative writing
    • Extended constructed-response vs. selected-response/technology-enhanced
  • Extended writing-response (essay)
    • Genre(s)
    • Rubric
New ELA Test Design
Considerations

• Overall test length
  • Number of sections
  • Number of items
  • Testing time

• Reporting
  • Number of reporting categories
Questions?