

Standards Revision Updates

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State Board Policy SCOS-012

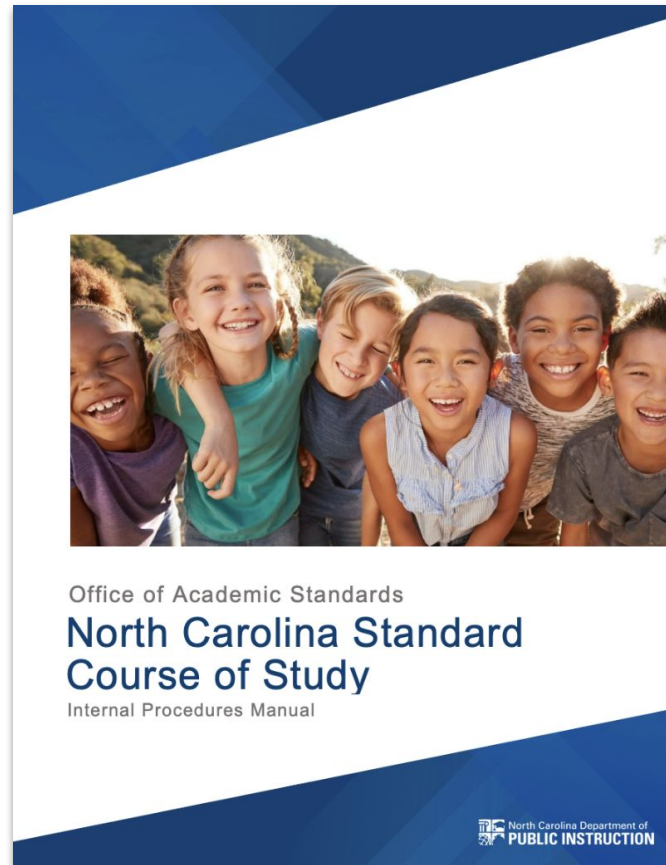
State Board Policy SCOS-012

- NCDPI facilitates the review of each set of content standards every five-to-seven years to ensure clear, relevant standards and objectives.
- NCDPI uses a uniform and formalized system built on four guiding principles:
 - Feedback-based
 - Research-informed
 - Improvement-oriented
 - Process-driven



Internal Procedures Manual

Pages 17-23



K-12 Healthful Living Updates & Next Steps

Completed Actions:

- ✓ Draft 2 survey was closed on January 14

Next Steps:

- Data Review Committee (DRC) will analyze data and create report
- Standards Writing Team (SWT) will create Draft 3 (*final*)

K-12 Arts Updates & Next Steps

Completed Actions:

- ✓ SWT met and began work on Draft 2

Next Steps:

- Draft 2 survey will be released in mid February
- Draft 2 surveys will close in mid March
- OLR will organize the data
- Data Review Committee (DRC) will analyze data and create report
- Standards Writing Team (SWT) will create Draft 3 (*final*)

K-12 World Language Updates & Next Steps

Completed Actions:

- ✓ Draft 2 survey was released January 29

Next Steps:

- Draft 2 surveys will close in early March
- OLR will organize the data
- Data Review Committee (DRC) will analyze data and create report
- Standards Writing Team (SWT) will create Draft 3 (*final*)

K-12 World Language DRC Report

Based on:

- PSU and stakeholder survey responses

2 main sections:

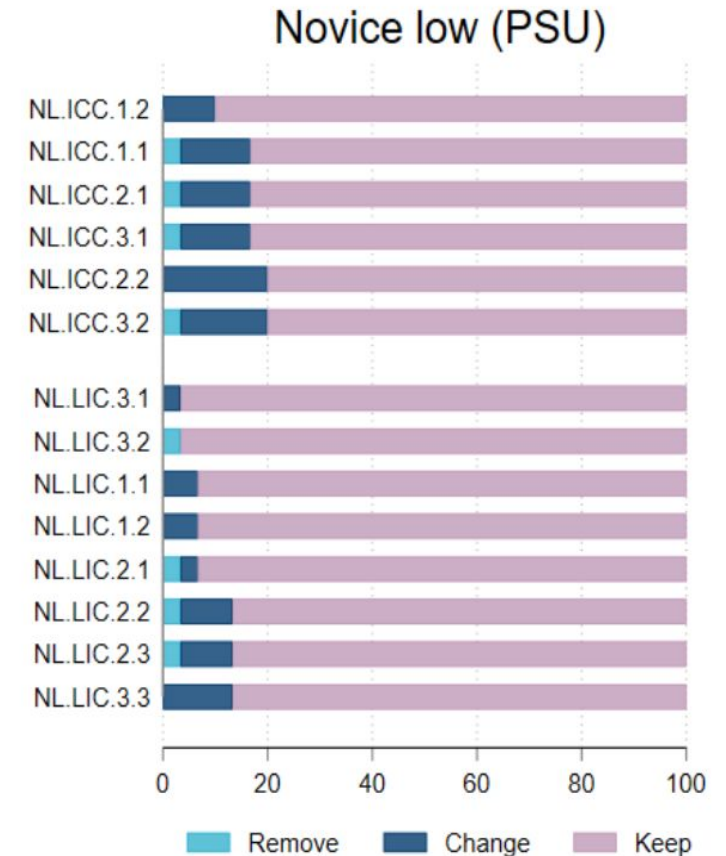
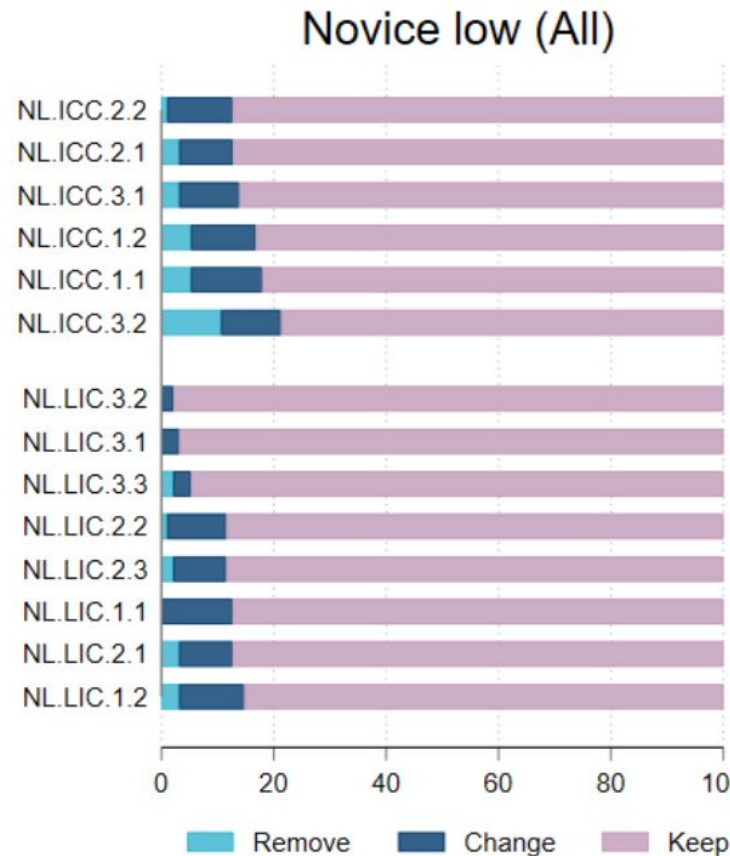
- Qualitative and quantitative analysis of the data
- Data Review Committee (DRC) conclusions based on the data analysis and recommendations for possible revisions to the K-12 World Language standards

DRC decided to use standard deviation to decide a threshold of recommended changes.

The DRC report was provided to the SWT as the basis to create Draft 2.

DRC Report Analysis Examples

Overall percentage of remove/change/keep requested within a proficiency level:
All-Stakeholders & PSU



DRC Conclusions

The DRC used the data provided to develop overall conclusions

Overall Impression of Draft 1

Commenters were very positive about the new structure of the standards stating they are clean and easy to interpret. The standards mirror guidance from ACTFL, facilitating a proficiency-based instructional approach while providing flexibility to meet the needs of the huge variety of language programs in our state. There was widespread agreement (“keep with no change” designation) with almost all the objectives among reviewers, with very few comments. This suggests most teachers are satisfied with the new structure. The majority of the recommendations below come from a desire to clarify wording in the standards and objectives or to address vertical alignment.

DRC Recommendations

Strand	Standard and Objectives	DRC Conclusion (dropdown)	DRC Notes	PSU Approval (dropdown)	PSU Standard Deviation	PSU Survey Keep % out of 30 responses	PSU NL Graph plus Comments below	All Stakeholders Approval (dropdown)	All Stakeholder Standard Deviation
Literacy & Interdisciplinary Connections (LIC)	Standard #1: Understand, interpret, and analyze what is heard, read, or viewed.	Keep With No Change		Meets standard deviation threshold.	86%	97%		Meets standard deviation threshold.	84%
	NL.LIC.1.1 Identify memorized or familiar words and phrases when supported by gestures or visuals in informational texts.	Modify or Expand	Consider adding cognates, clarify that text can refer to audio.	Meets standard deviation threshold.	86%	93%	Comments: -Using cognates as well. -Does familiar words mean cognates - words they can tell from the language? Or words from a current vocab list? Or words they know from their own background and experiences (because each kid will have	Meets standard deviation threshold.	84%
	NL.LIC.1.2 Identify memorized or familiar words and phrases when supported by gestures or visuals in fictional texts.	Modify or Expand	Consider adding cognates, clarify that text can refer to audio.	Meets standard deviation threshold.	86%	93%	Comments: -combine with 1.1 -Does familiar words mean cognates - words they can tell from the language? Or words from a current vocab list? Or words they know from their own background and experiences (because each kid will have	Meets standard deviation threshold.	84%
	Standard #2: Interact and negotiate meaning to share information, reactions, feelings, and opinions in signed, spoken, or written conversations.	Modify or Expand	Clarify who is interacting, perhaps in an unpacking document	Meets standard deviation threshold.	86%	97%		Meets standard deviation threshold.	84%
	NL.LIC.2.1 Express some basic needs, using practiced or memorized words and phrases with the help of gestures or visuals.	Keep With No Change		Meets standard deviation threshold.	86%	93%	Comments: -Define/Replace express with exchange ideas about.. basic needs	Meets standard deviation threshold.	84%
	NL.LIC.2.2 Express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.	Keep With No Change		Meets standard deviation threshold.	86%	87%	Comments: -Exchange instead of express -combine with 2.1 -including is audio-visual activities	Meets standard deviation threshold.	84%
	NL.LIC.2.3 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and/or phrases, with the help of gestures or visuals.	Keep With No Change		Meets standard deviation threshold.	86%	87%	Comments: -maybe with some prompting -What are familiar topics? -Ask and provide or get and provide or exchange and provide instead of one way provide	Meets standard deviation threshold.	84%
	Standard #3: Present information, concepts, and ideas to inform, explain, persuade, and narrate to audiences of listeners, readers, or viewers.		concern that several of the verbs (inform, explain, persuade, narrate) are not appropriate for NL. Consider simplifying this standard and add the	Meets standard deviation threshold.	86%	90%	Novice Low feedback on this Standard: -Persuade and explain are too challenging for Novice Low learners. -Remove ...of listeners and on and replace with narrate to target audiences. -using audiovisual assets	Does not meet standard deviation threshold.	84%

Data Trends/Themes from DRC Report

- In both the Public School Unit (PSU) and All Stakeholder Surveys, the majority of responses indicated:
 - satisfaction with the new structure of the standards and strands in Draft 1
 - appreciation for the vertical alignment between the proficiency levels, which included descriptions of language production, but with fewer objectives
- Comments from the surveys requested clarifications on key terms, either in the standards or in support materials like unpacking documents

How many fewer objectives are there in Draft 1 vs. current standards?

Proficiency Level	Current Standards	Draft 1
NL: Novice Low	34	14
NM: Novice Mid	34	14
NH: Novice High	34	14
IL: Intermediate Low	34	12
IM: Intermediate Mid	31	14
IH: Intermediate High	33	14
AL: Advanced Low	30	13
AM: Advanced Mid	29	13
AH: Advanced High	NA	13
Totals	259	121

K-12 World Language Standards Writing Team

Standards Writing Team:

- Began working virtually in mid-December and continued into January
- Used the conclusions and recommendations from the DRC Report
- Worked in teams by:
 - Standard and Strand groups and
 - Program types (Classical, Dual & Heritage, Modern)
- Engaged in conversations to update proficiency outcomes for courses and programs

Standards:

1. Interpretive Communication
2. Interpersonal Communication
3. Presentational Communication

Strands:

- Literacy & Interdisciplinary Connections (LIC)
[Connections & Comparisons]
- Intercultural Connections (ICC)
[Cultures & Communities]



Draft 2 of the Proposed K-12 World Language Standards

Novice Low	
Strand: Literacy & Interdisciplinary Connections	
Standard	Objectives
NL.LIC.2 Interact and negotiate meaning to share information, reactions, feelings, and opinions in signed, spoken, or written conversations.	NL.LIC.2.1 Express basic needs, using practiced or memorized words and phrases with the help of gestures or visuals.
	NL.LIC.2.2 Express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.
	NL.LIC.2.3 Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and/or phrases, with the help of gestures or visuals.

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Draft 2 of the Proposed K-12 World Language Standards

Intermediate Mid	
Strand: Intercultural Connections	
Standard	Objectives
IM.ICC.1 Understand, interpret, and analyze what is heard, read, or viewed.	IM.ICC.1.1 Identify the main idea and key information in short historical and/or modern texts from the target cultures.
	IM.ICC.1.2 Compare some practices, products, and perspectives from the target cultures, when the topics are familiar and/or researched.

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Questions?

