

# Academic Standards Review Commission Report

## A Review of Recommendations

The recommendations contained in this presentation are from the December 18, 2015 Academic Standards Review Commission Report.

The recommendations that follow are based on findings resulting from review procedures outlined in the Executive Summary of the report.

Deliberation and discussion pursuant to these recommendations are documented in minutes and recorded proceedings of Academic Standards Review Commission meetings.

The full report can be found on the North Carolina General Assembly Joint Legislative Education Oversight Committee website.

All recommendations contained in this presentation are from the December 18, 2015 NC Academic Standards Review Commission Report.

# RECOMMENDATIONS

The recommendations contained in this presentation are from the December 18, 2015 Academic Standards Review Commission Report.

# 1. Revise the current standards for English Language Arts and Mathematics (K-12), giving deliberate attention to the following criteria:

- established theories of childhood learning and development;
- content-specific learning tasks;
- attention to scope and sequence;
- precisely-worded statements containing a minimum number of learning tasks;
- grade-level standards;
- age-appropriate rigor; and
- defined levels of student mastery.

(Academic Standards Review Report, Page 33)

2. Provide a variety of professional development opportunities to help school districts strengthen curriculum development policies and practices. Assistance to districts should include the following:

- designing standards-based lessons and assessments;
- developing “classroom ready” supporting documents;
- balancing instructional time in order to ensure systematic instruction of all subjects; and
- achieving strong alignment of standards, instruction, and testing.

(Academic Standards Review Report, Page 33)

3. Establish a definition of high-quality North Carolina education standards. Having a uniform definition will unify state and LEA efforts around the selection of classroom resources; developing state and local pacing guides; designing tests and assessments; and planning professional development goals. Furthermore, the definition will serve as the gold standard for all policy decisions pertaining to standards-based education in North Carolina public schools. At a minimum, the definition should address the following:

- childhood learning and development;
- scope and sequence (grade and content);
- age-appropriate rigor and challenge; and
- focus and clarity.

(Academic Standards Review Report, Page 33-34)

4. Contingent upon State Board of Education adoption of the recommendations, NCDPI should align future tests and assessments to the revised standards. Given that most standardized testing is currently aligned to the CCSS, it is recommended that the State Board of Education and NCDPI use resources within the state to develop North Carolina tests for the purpose of measuring and student proficiency.

(Academic Standards Review Report, Page 34)

# STANDARDS PROCESS AND TIMELINE

The Standards Process  
and Timeline  
information has been  
provided by the North  
Carolina Department of  
Public Instruction.



# Standards Process:

- As part of the standards review process, *current standards remain in place until new standards exist.*
- After the new standards are written and approved, depending on the number and nature of changes, new assessments may need to be developed.
- The development and field test of the new assessments along with professional development on the new standards will take yet another year.
- It is during this time that decisions about how the switch from the old standards to the new standards will take place.

# Sample Timeline:

School Years	Process
2014-15 2015-16	Standards reviewed and feedback gathered from Stakeholders.
2016-17 2017-18	Test specifications created; test items/field test items developed; assessments created. Instructional materials/supports identified/created. Professional development conducted.
2018-19	Implementation of standards and assessments.