TAB	DESCRIPTION	ACTION
1	**PENDING RULE – DOCKET NO. 08-0202-1504 RULES GOVERNING UNIFORMITY, INCORPORATED BY REFERENCE – STANDARDS - CERTIFICATION OF PROFESSIONAL SCHOOL PERSONNEL**	Action Item
2	**PENDING RULE – DOCKET NO. 08-0203-1503 RULES GOVERNING THOROUGHNESS – DATA COLLECTION FOR ADVANCED OPPORTUNITIES**	Action Item
3	**PENDING RULE – DOCKET NO. 08-0203-1506 RULES GOVERNING THOROUGHNESS – END OF COURSE ACHIEVEMENT STANDARDS, INCORPORATED BY REFERENCE – SPECIAL EDUCATION MANUAL**	Action Item
4	**PENDING RULE – DOCKET NO. 08-0203-1508 RULES GOVERNING THOROUGHNESS – COMPLIANCE WITH IDEA/IEP TIMELINES**	Action Item
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6	**PENDING RULE – DOCKET NO. 08-0203-1510 RULES GOVERNING THOROUGHNESS – PHYSICAL EDUCATION CURRICULAR MATERIALS**	Action Item
7	**PENDING RULE – DOCKET NO. 08-0203-1511 RULES GOVERNING THOROUGHNESS – IDAHO ENGLISH LANGUAGE ASSESSMENT**	Action Item
8	**IDAHO STATE TEACHER EQUITY PLAN**	Information Item

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SUBJECT

Pending Rule – Docket No, 08-0202-1504, Rules Governing Uniformity, Incorporated by Reference/Idaho Standards for Initial Certification of Professional School Personnel

REFERENCE

August 13, 2015	Board approved Proposed Rule – IDAPA 08.02.004.01, Rules Governing Uniformity, Incorporated by Reference/Idaho Standards for Initial Certification of Professional School Personnel, as submitted.
April 16, 2015	Board approved amendments to the Idaho Standards for Initial Certification of Professional School Personnel adding standards for Computer Science and Engineering teachers and approved a Proposed Rule incorporating these changes by reference into IDAPA 08.02.02.004.01.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1254 and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

The Professional Standards Commission follows a Strategic Plan of annually reviewing twenty percent (20%) of the Idaho Standards for Initial Certification of Professional School Personnel. The following endorsements were reviewed by committees of content experts and are ready for submission: Communication Arts Foundation (pg. 40), Journalism (pg. 44), Speech and Debate (pg. 48), Blended Early Childhood Education (pg. 58), Health (pg. 100), Physical Education (pg. 122), Social Studies Foundation (pg. 181), Economics (pg. 185), Geography (pg. 189), American Government/Political Science (pg. 193), History (pg. 197), Blind and Visually Impaired (pg. 209), Deaf/Hard of Hearing (pg. 219), School Psychologist (pg. 290), and School Social Worker (pg. 305). All of the listed standards and endorsements were revised to better align with national standards and best practices and then presented to the Professional Standards Commission for consideration. The Professional Standards Commission has reviewed and recommends approval of all of the proposed revisions.

No comments were received and no changes were made between the proposed and the pending rule.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

In addition to the normal review and amendment process the Board approved new standards for computer science (pg. 52) and engineering (pg. 52) teachers at the April 2015 Board meeting. The inclusion of these new standards is part of an initiative to increase the availability of computer science and engineering teachers in our public schools. At the February 2015 Regular Board meeting the Professional Standards Commission recommended and the Board approved a computer science and engineering teacher preparation program at Boise State University as official vehicles for receiving an Idaho Educator Credential/Endorsement. Graduates from these programs will be eligible to receive either the computer science or the engineering endorsement on their teacher certificate, depending on the program they complete.

In August 2015 the Board reapproved the Idaho Standards for Initial Certification of Professional School Personnel, incorporating the new Computer Science and Engineering standards with the additional amendments that were part of the normal review process.

BOARD ACTION

I move to approve Pending Rule – Docket No. 08-0202-1504, Rules Governing Uniformity, Incorporated by Reference, incorporating the Idaho Standards for Initial Certification of Professional School Personnel as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08
TITLE 02
CHAPTER 02

08.02.02 - RULES GOVERNING UNIFORMITY

004. INCORPORATION BY REFERENCE.
The State Board of Education adopts and incorporates by reference into its rules: (5-8-09)

01. Idaho Standards for the Initial Certification of Professional School Personnel as approved on ~~August 14, 2015~~ August 13, 2015 Copies of this document can be found on the Office of the State Board of Education website at http://ww.boardofed.idaho.gov. ~~(3-27-15)~~( )

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IDAHO STANDARDS FOR INITIAL CERTIFICATION OF

PROFESSIONAL SCHOOL PERSONNEL

Idaho State Board of Education

Idaho State Department of Education

July 1, 2018

(Date for Teacher Preparation Program Approval Accountability)

(State Board of Education Approval - August 13, 2015)

Standards for Initial Certification of Professional School Personnel

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Idaho Standards for Initial Certification of Professional School Personnel Summary & Background

Overview of the Past Standards

The early standards for initial certification in Idaho were based on the 1989 National Association of State Directors of Teacher Education and Certification (NASDTEC) standards. These standards were "input- based", meaning a candidate was recommended for initial certification based on credits and content of courses successfully completed (transcript review).

Example - Past (input-based) Standard Format, Biological Science:

Twenty (20) semester credit hours to include at least six (6) credit hours of course work in EACH of the following areas: Botany and Zoology (some course work in physiology is also recommended).

The standards were seriously outdated, and Idaho was in danger of losing its partnership with the National Council for Accreditation of Teacher Education (NCATE), which is the nationally recognized teacher education program accreditation body. In addition to being a benchmark for program quality, NCATE partnership helps Idaho program completers gain certification reciprocity opportunities with other states.

In 2000 Idaho adopted new standards based on the Interstate New Teacher Assessment and Support Consortium (INTASC) model. These standards reflected a move to "performance-based" outcomes, meaning a candidate is recommended for initial certification based on the demonstration of what they know and are able to do.

In 2012 a committee of education experts was convened to review and revise the Idaho Core Teacher Standards. After thoughtful consideration, the committee recommended adopting the newly revised InTASC Model Core Teaching Standards (April 2011) as published. No substantive changes were recommended by the committee. The committee did recommend a formatting change to the ten InTASC Model Core Teaching Standards to match the rest of the existing Idaho Standards for Initial Certification of Professional School Personnel.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Each proposed standard is broken down into two areas:

- Knowledge (what the candidate needs to know)
- Performance (what the candidate is able to do).

The performance, therefore, is the demonstration of the knowledge and dispositions of a standard. As the demonstration of a standard, the performances will also guide a teacher-education program

review team when evaluating for program accreditation.

Revised Idaho Core Teacher Standards (InTASC 2011)

The "Idaho Core Teacher Standards" apply to **ALL** teacher certification areas. These are the 10 basic standards all teachers must know and be able to do, regardless of their specific content areas. These standards are described in more detail with knowledge and performances in the first section of this manual. The standards have been grouped into four general categories to help users organize their thinking about the standards: The Learner and Learning; Content; Instructional Practice; and Professional Responsibility. The summary of each standard is:

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Foundation and Enhancement Standards

The Core Teacher Standards apply to **ALL** teacher certification areas. The Foundations and/or Enhancements for each content certification area are behind the Core Standards in this manual, alphabetically.

Foundation and Enhancement Standards refer to additional knowledge and performances a teacher must know in order to teach a certain content area. The Foundation and Enhancement Standards, therefore, further "enhance" the Core Standard.

Example of content area Enhancements:

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.
In other words, Core Standard 1 basically states that the teacher must know the subject and how to create meaningful learning experiences.

Examples an Enhancement to Standard 1:

For Language Arts: The teacher integrates reading, writing, speaking, listening, viewing, and language study.

For Math: The teacher applies the process of measurement to two-and three-dimensional objects using customary and metric units.

In this way, the Idaho Core Teacher Standards, Foundation Standards and Enhancement Standards are "layered" to describe what a teacher in the content area must know and be able to do in order to be recommended to the state for initial certification.

Important enhancements for several content areas do not fall under the ten Core Teacher Standards. For example, a science teacher must provide a safe learning environment in relation to labs, materials, equipment, and procedures. This does not fall under an area that **every** teacher needs to know. Therefore, it is Standard # 11 under Science. (See the graph for further illustration and titles of additional standards in subject areas.)

In no case are there more than 12 overall standards for any subject area.

Pupil Personnel and Administrator Certification Standards

There are several certification standards for pupil personnel professionals and school administrators that are also addressed through the Idaho teacher certification processes.

- School Administrators
- School Counselors
- School Nurses
- School Psychologists
- School Social Workers

Because of the unique role of these professionals, their standards are independent of the Core Standards but are still written in the same performance-based format: Knowledge and Performances.

The Process of Idaho Standards Development and Maintenance

The move to INTASC based standards was developed in 1999 and 2000 with task groups from around the state composed of a variety of Idaho education stakeholders including teachers, higher education representatives, parents, school administrators, business people, and others.

Each task group averaged 5-10 people, for a total of over 250 participants statewide.

Members of the Idaho's MOST Standards Committee formed by the State Board of Education and standards-writing Task Groups together have dedicated a total of over 4,000 volunteer hours on development of these standards.

The Professional Standards Commission (PSC) continuously reviews/revises 20% of the standards per year. The review process involves teams of content area experts from higher education and K-12 schools. The standards are then reviewed by the PSC and presented to the Idaho State Board of Education for approval. Once approved, they are reviewed by the State Legislature and become an incorporated by reference document in State Board Rule.

The Idaho Core Teacher Standards were revised in the spring of 2012 to align with the InTASC Model Core Teaching Standards (April 2011). Starting with the 2012-2013 standards review cycle, committees of education experts were convened to review and revise the content area standards according to both current national standards and the InTASC Model Core Teaching Standards (April 2011).

Idaho Core Teaching Standards

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Core Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim*

Core Teaching Standards

The standards have been grouped into four general categories to help users organize their thinking about the standards: The Learner and Learning, Content, Instructional Practice, and Professional Responsibility. This language has been adopted verbatim from the April 2011 InTASC Model Core Teaching Standards.

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

2. The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

3. The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

4. The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Performance

1. The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

2. The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

3. The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

Disposition

1. The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development

2. The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

3. The teacher takes responsibility for promoting learners' growth and development.

4. The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

2. The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

3. The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

4. The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

5. The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

Performance

1. The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2. The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

3. The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

4. The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

5. The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

6. The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Disposition

1. The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2. The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

3. The teacher makes learners feel valued and helps them learn to value each other.

4. The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

2. The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

3. The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

4. The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

5. The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

Performance

1. The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

2. The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

3. The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

4. The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

5. The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

6. The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

7. The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

8. The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Disposition

1. The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

2. The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

3. The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

4. The teacher seeks to foster respectful communication among all members of the learning community.

5. The teacher is a thoughtful and responsive listener and observer.

Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

2. The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

3. The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

4. The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

5. The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

Performance

1. The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

2. The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

3. The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.

4. The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

5. The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

6. The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/ her learners.

7. The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

8. The teacher creates opportunities for students to learn, practice, and master academic language in their content.

9. The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

Disposition

1. The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

2. The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

3. The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

4. The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

2. The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

3. The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

4. The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

5. The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

6. The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing

learning.

7. The teacher understands creative thinking processes and how to engage learners in producing original work.

8. The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

Performance

1. The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

2. The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

3. The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

4. The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

5. The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

6. The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

7. The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

8. The teacher develops and implements supports for learner literacy development across content areas.

Disposition

1. The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

2. The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

3. The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.

2. The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

3. The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

4. The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

5. The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

6. The teacher knows when and how to evaluate and report learner progress against standards.

7. The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

Performance

1. The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

2. The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

3. The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

4. The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

5. The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

6. The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

7. The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

8. The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

9. The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Disposition

1. The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

2. The teacher takes responsibility for aligning instruction and assessment with learning goals.

3. The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.

4. The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

5. The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

6. The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher understands content and content standards and how these are organized in the curriculum.

2. The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

3. The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

4. The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

5. The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

6. The teacher knows when and how to adjust plans based on assessment information and learner responses.

7. The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Performance

1. The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

2. The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

3. The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

4. The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

5. The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.

6. The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

Disposition

1. The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

2. The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

3. The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

4. The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

2. The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

3. The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

4. The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.

5. The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

6. The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

Performance

1. The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

2. The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

3. The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

4. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

5. The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

6. The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

7. The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8. The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

9. The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Disposition

1. The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

2. The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

3. The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

4. The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

2. The teacher know how to use learner data to analyze practice and differentiate instruction accordingly.

3. The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

4. The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

5. The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

Performance

1. The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

2. The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

3. Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

4. The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

5. The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

6. The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

Disposition

1. The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

2. The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

3. The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

4. The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

2. The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence

interferes with learning.

3. The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

4. The teacher knows how to contribute to a common culture that supports high expectations for student learning.

Performance

1. The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

2. The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

3. The teacher engages collaboratively in the school wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

4. The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

5. Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.

6. The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

7. The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

8. The teacher uses and generates meaningful research on education issues and policies.

9. The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10. The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

11. The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

Disposition

1. The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

2. The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

3. The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

4. The teacher takes responsibility for contributing to and advancing the profession.

5. The teacher embraces the challenge of continuous improvement and change.

Standards for Bilingual Education and ENL (English as a New Language) Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Bilingual-ENL Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the evolution, research, and current federal and state legal mandates of bilingual and ENL education.

2. The teacher understands and knows how to identify differences and the implications for implementation in bilingual and ENL approaches and models.

3. The teacher understands and is able to distinguish between forms, functions, and contextual usage of social and academic language.

4. (Bilingual only) The teacher possesses language proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading and writing in English and the second target language necessary to facilitate learning in the content area(s) (Federal Requirement).

5. (ENL only) The teacher possesses the language proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading, and writing, in English necessary to facilitate learning of academic language in the content area(s) (Federal Requirement).

6. (Bilingual only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of both English and the second target language.

7. (ENL only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of the English language.

Performance

1. (Bilingual only) The teacher is articulate~~s~~ in key linguistic structures and exposes students to the various registers, dialects, and idioms of English and the second target language.

2. (ENL only) The teacher is articulate in key linguistic structures and exposes students to the various registers, dialects, and idioms of the English language.

3. The teacher uses knowledge of language and content standards and language acquisition theory content areas to establish goals, design curricula and instruction, and facilitate student learning in a manner that builds on students' linguistic and cultural diversity.

4. The teacher demonstrates instructional strategies that an understanding of the variety of purposes that languages serve, distinguish between forms, functions, and contextual usage of social and academic language.

5. The teacher designs and implements activities that promote inter-cultural exploration, engaged observation, listening, speaking, reading, and writing.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands the processes of language acquisition and development, and the role that culture plays in students' educational experiences.

2. The teacher understands the advantages of bilingualism, biliteracy, and multiculturalism.

Performance

1. The teacher plans and delivers instruction using knowledge of the role of language and culture in intellectual, social, and personal development.

2. The teacher integrates language and content instruction appropriate to the students' stages of

language acquisition.

3. The teacher facilitates students' use of their primary language as a resource to promote academic learning and further development of the second language.

4. The teacher uses effective strategies and approaches that promote bilingualism, biliteracy, and multiculturalism.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

Knowledge

1. The teacher understands the nuances of culture in structuring academic experiences.

2. The teacher understands how a student's first language may influence second language production (ex: accent, code-switching, inflectional endings).

3. The teacher understands there is a distinction between learning disabilities/giftedness and second language development.

4. The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.

Performance

1. The teacher promotes respect for diverse cultures by facilitating open discussion, treating all students equitably, and addressing individual student needs.

2. The teacher utilizes strategies that advance accuracy in students' language production and socio- culturally appropriate usage with an understanding of how these are influenced by the first language.

3. The teacher collaborates with other area specialists to distinguish~~es~~ between issues of learning disabilities/giftedness and second language development.

4. The teacher provides appropriate accommodations that allow students to access academic content.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

1. The teacher knows how to adapt lessons, textbooks, and other instructional materials, to be culturally and linguistically appropriate to facilitate linguistic and academic growth of language learners.

2. The teacher has a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development.

Performance

1. The teacher selects, adapts, creates and uses varied culturally and linguistically appropriate resources related to content areas and second language development.

2. The teacher employs a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands the influence of culture on student motivation and classroom management.

Performance

1. The teacher demonstrates a culturally responsive approach to classroom management.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

1. The teacher understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.

2. The teacher understands how to design active and interactive activities that promote proficiency in the four domains of language.

3. The teacher understands the extent of time and effort required for language acquisition.

Performance

1. The teacher demonstrates competence in facilitating students' acquisition and use of language in listening, speaking, reading, and writing for social and academic purposes.

2. The teacher uses active and interactive activities that promote proficiency in the four domains of language.

3. The teacher communicates to students, their families, and stakeholders the extent of time and effort required for language acquisition.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

1. The teacher understands how to incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

Performance

1. The teacher creates and delivers lessons that incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences.

2. (Bilingual only) The teacher understands how to measure students' level of English language proficiency and second target language proficiency.

3. (ENL only) The teacher understands how to measure the level of English language proficiency.

4. The teacher understands the relationship and difference between levels of language proficiency and students' academic achievement.

5. The teacher is familiar with the state English language proficiency assessment.

6. The teacher knows how to interpret data and explain the results of standardized assessments to students with limited English proficiency, the students' families, and to colleagues.

7. The teacher understands appropriate accommodations for language learners being tested in the content areas.

8. The teacher understands how to use data to make informed decisions about program effectiveness.

Performance

1. The teacher selects and administers assessments suited to the students' culture, literacy and communication skills.

2. The teacher uses a combination of observation and other assessments to make decisions about appropriate program services for language learners.

3. The teacher uses a combination of assessments that measure language proficiency and content knowledge respectively to determine how level of language proficiency may affect the demonstration of academic performance.

4. The teacher uses appropriate accommodations for language learners being tested in the content areas.

5. The teacher uses data to make informed decisions about program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher understands the necessity of maintaining an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.

Performance

1. The teacher maintains an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher understands the benefits of family and community involvement in students' linguistic, academic, and social development.

2. The teacher understands the necessity of collegiality and collaboration to promote opportunities for language learners.

Performance

1. The teacher creates family and community partnerships that promote students' linguistic, academic, and social development.

2. The teacher collaborates with colleagues to promote opportunities for language learners.

3. The teacher assists other educators and students in promoting cultural respect and validation of students' and families' diverse backgrounds and experiences.

GLOSSARY OF TERMS

ACTFL Proficiency Guidelines

A nationally developed and agreed upon set of descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non- rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability. These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

American Council of Teachers of Foreign Languages (ACTFL)
An organization for world language professionals of K-12 and higher education

Articulatory System
The mechanism by which the sounds of a language are produced

Bilingual Education Program
An educational approach that uses two languages to promote academic success, bilingualism, biliteracy, and multiculturalism

Biliteracy
The ability to read and write in two languages

Code-switching
A change by a speaker or writer from one language or variety of language to another at the word, phrase, clause, or sentence level (TESOL, 2010)

English as a New Language (ENL)
Refers to the teaching of English to speakers of other languages

Inflectional Endings
Grammatical markers or suffixes used in standard conventional language production

Primary Language
An individual's most developed language

Register
The usage of language in a particular social context

ADDITIONAL RESOURCES

National Clearinghouse for English Language Acquisition

www.ncela.gwu.edu

Center for Research on the Educational Achievement and Teaching of English Language Learners

www.cal.org/create

CREDE

www.crede.org

NABE

www.nabe.org

TESOL

www.tesol.org

CARLA

www.carla.umn.edu

REFERENCES

Teachers of English to Speakers of Other Languages, Inc. (2010). *TESOL/NCATE standards for the recognition of initial TESOL programs in P-12 ESL teacher education.* Alexandria, VA: Author.

Idaho Foundation Standards for Communication Arts Teachers

In addition to the standards listed here, communication arts teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Journalism Teachers or (2) Idaho Standards for Speech and Debate Teachers.

The following knowledge and performance statements for the Communication Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands how values and ethics affect communication.

2. The teacher understands the importance of audience analysis and adaptation in differing communication contexts.

3. The teacher knows the components and processes of communication.

4. The teacher understands the interactive roles of perceptions and meaning.

5. The teacher understands how symbolism and language affect communication.

6. The teacher understands the role of organization in presenting concepts, ideas, and arguments.

7. The teacher knows methods and steps of problem solving in communication arts.

8. The teacher understands the impact of outside social structures and institutions--including historical, political, social, economic, and cultural perspectives--on communication processes and messages.

Performance

1. The teacher emphasizes to students the importance of values and ethics relevant to the communication process in a variety of formats (e.g., speeches, interpersonal interactions, journalistic writing, social media, debate).

2. The teacher provides instruction and practice in conducting and applying research.

3. The teacher creates lessons that stress the importance of audience analysis and adaptation.

4. The teacher presents communication as a process consisting of integral components.

5. The teacher explains various methods of organization and their effects on the communication process.

6. The teacher delivers instruction that facilitates student analysis and evaluation of message contexts, including historical, political, social, economic, and cultural perspectives.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher understands contemporary legal standards relating to communication and media.

Performance

1. The teacher develops learning progressions for students that embed contemporary legal standards relating to communication and media.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Idaho Standards for Journalism Teachers

In addition to the standards listed here, journalism teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Communication Arts Teachers.

The following knowledge and performance statements for the journalism teacher standard are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher comprehends the fundamentals of journalistic style (e.g., news, feature, editorial writing).

2. The teacher understands the elements of design and layout.

3. The teacher understands the purposes and elements of photojournalism (e.g., composition,

processing).

4. The teacher understands the purposes, types, and rules of headline and caption writing.

5. The teacher possesses knowledge of interviewing skills.

6. The teacher knows how to organize and equip a production area.

7. The teacher knows how to organize and supervise a student staff (e.g., editors, writers, photographers, business personnel).

8. The teacher knows how to adapt journalistic techniques to various media (e.g., radio, television, Internet).

9. The teacher understands advertising and finance.

10. The teacher knows the fundamentals of editing.

11. The teacher understands processes of effective critiquing.

12. The teacher understands journalistic and scholastic press law and ethics.

13. The teacher understands the role of journalism in democracy.

Performance

1. The teacher instructs students in the fundamentals of journalistic style across a variety of journalistic platforms.

2. The teacher student application of design and layout techniques.

3. The teacher integrates the purposes and elements of photojournalism into the production process.

4. The teacher instructs students in the purposes, types, and rules of headline and caption writing.

5. The teacher provides opportunities for students to practice and use interviewing skills.

6. The teacher teaches editing skills and provides opportunities for student practice.

7. The teacher provides opportunities for students to critique and evaluate student and professional work.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Idaho Standards for Speech and Debate Teachers

In addition to the standards listed here, speech and debate teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Communication Arts Teachers.

The following knowledge and performance statements for the speech and debate teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands the models of interpersonal communication.

2. The teacher knows the processes and types of active listening.

3. The teacher knows the nature of conflict and conflict resolution strategies in the speech process.

4. The teacher knows the dynamics of group communication (e.g., roles, functions, systems, developmental stages, problem solving).

5. The teacher understands rhetorical theories and practices.

6. The teacher understands types of public speaking (e.g., informative, persuasive, ceremonial).

7. The teacher understands the steps of speech preparation, rehearsal, presentation, and constructive feedback.

8. The teacher understands the necessity of adapting public speaking styles and skills to various media.

9. The teacher understands the principles of competitive debate theory (e.g., categories and styles of debate).

10. The teacher knows the theories and practices of argumentation.

11. The teacher knows the precepts of logical reasoning (e.g., syllogistic, categorical, disjunctive, fallacies).

12. The teacher knows the various types of competitive speaking events (e.g., impromptu, extemporaneous, oratory, debate).

13. The teacher knows how to identify and minimize communication anxiety.

Performance

1. The teacher instructs in the process of effective interpersonal communication (e.g., effective listening, components of verbal and nonverbal communication, conflict resolution).

2. The teacher explains the components and dynamics of group communication and provides opportunities for student implementation.

3. The teacher provides opportunities for students to prepare, practice, and present various types of speeches.

4. The teacher provides instruction integrating digital media and visual displays to enhance presentations.

5. The teacher instructs in the theory, principles, and practices of debate (e.g., argumentation, logical reasoning, competitive speaking).

6. The teacher provides opportunities for students to participate in debate and speaking events.

7. The teacher explains various methods of organization and their effects on the communication process.

8. The teacher provides strategies for assessing and minimizing communication anxiety (e.g., personal anxiety assessment, repetition, visualization).

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Idaho Standards for Computer Science Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Computer Science Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. These standards were influenced and developed through use of the standards set forward by the International Society for Technology Education (ISTE) and the Computer Science Teachers' Association (CSTA).

The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The teacher understands digital citizenship.

Performance

1. The teacher promotes and models digital citizenship.

2. The teacher demonstrates the ability to design and implement developmentally appropriate learning opportunities supporting the diverse needs of all learners.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. The teacher understands the role of language and culture in learning computer science and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Performance

1. The teacher demonstrates the ability to plan for equitable and accessible classroom, lab, and online environments that support effective and engaging learning.

2. The teacher demonstrates the ability to develop lessons and methods that engage and empower learners from diverse cultural and linguistic backgrounds.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands how to design environments that promote effective teaching and learning in computer science classrooms and online learning environments and promote digital citizenship.

Performance

1. The teacher promotes and models the safe and effective use of computer hardware, software, peripherals, and networks.

2. The teacher develops student understanding of privacy, security, safety, and effective communication in online environments.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands data representation and abstraction.

2. The teacher understands how to effectively design, develop, and test algorithms.

3. The teacher understands the software development process.

4. The teacher understands digital devices, systems, and networks.

5. The teacher understands the basic mathematical principles that are the basis of computer science, including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.

6. The teacher understands the role computer science plays and its impact in the modern world.

7. The teacher understands the broad array of opportunities computer science knowledge can provide across every field and discipline.

8. The teacher understands the many and varied career and education paths that exist in Computer Science.

Performance

1. The teacher demonstrates knowledge of and proficiency in data representation and abstraction. The teacher:

   i. Effectively uses primitive data types.

   ii. Demonstrates an understanding of static and dynamic data structures.

   iii. Effectively uses, manipulates, and explains various external data stores: various types (text, images, sound, etc.), various locations (local, server, cloud), etc.

   iv. Effectively uses modeling and simulation to solve real-world problems

2. The teacher effectively designs, develops, and tests algorithms. The teacher:

   i. Uses a modern, high-level programming language, constructs correctly functioning programs involving simple and structured data types; compound Boolean expressions; and sequential, conditional, and iterative control structures.

   ii. Designs and tests algorithms and programming solutions to problems in different contexts (textual, numeric, graphic, etc.) using advanced data structures.

   iii. Analyzes algorithms by considering complexity, efficiency, aesthetics, and correctness.

   iv. Effectively uses two or more development environments.

   v. Demonstrates knowledge of varied software development models and project management strategies.

   vi. Demonstrates application of all phases of the software development process on a project of moderate complexity from inception to implementation.

3. The teacher demonstrates knowledge of digital devices, systems, and networks. The teacher:

   i. Demonstrates an understanding of data representation at the machine level.

   ii. Demonstrates an understanding of machine level components and related issues of complexity.

   iii. Demonstrates an understanding of operating systems and networking in a structured computing system.

iv. Demonstrates an understanding of the operation of computer networks and mobile computing devices.

4. The teacher demonstrates an understanding of the role computer science plays and its impact in the modern world. The teacher:

   i. Demonstrates an understanding of the social, ethical, and legal issues and impacts of computing, and the attendant responsibilities of computer scientists and users.

   ii. Analyzes the contributions of computer science to current and future innovations in sciences, humanities, the arts, and commerce.

5. The teacher demonstrates an understanding of the basic mathematical principles that are the basis of computer science including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher understands the academic language and conventions of computer science and how to make them accessible to students.

Performance

1. The teacher designs activities that require students to effectively describe computing artifacts and communicate results using multiple forms of media.

2. The teacher develops student understanding of online safety and effectively communicating in online environments.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. The teacher understands the creation and implementation of multiple forms of assessment using data.

Performance

1. The teacher creates and implements multiple forms of assessment and uses resulting data to capture student learning, provide remediation, and shape classroom instruction.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher understands the planning and teaching of computer science lessons/units using effective and engaging practices and methodologies.

Performance

1. The teacher selects a variety of real-world computing problems and project-based methodologies that support active learning.

2. The teacher provides opportunities for creative and innovative thinking and problem-solving in computer science.

3. The teacher develops student understanding of the use of computer science to solve interdisciplinary problems.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The teacher understands the value of designing and implementing multiple instructional strategies in the teaching of computer science.

Performance

1. The teacher demonstrates the use of a variety of collaborative groupings in lesson plans/units, software projects, and assessments.

2. The teacher identifies problematic concepts in computer science and constructs appropriate strategies to address them.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher has and maintains professional knowledge and skills in the field of computer science and readiness to apply it.

Performance

1. The teacher participates in, promotes, and models ongoing professional development and life-long learning relating to computer science and computer science education.

2. The teacher identifies and participates in professional computer science education societies, organizations, and groups that provide professional growth opportunities and resources.

3. The teacher demonstrates knowledge of evolving social and research issues relating to computer science and computer science education.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The teacher understands the process and value of partnerships with industry and other organizations.

Performance

1. The teacher is active in the professional computer science and industrial community.

Idaho Standards for Blended Early Childhood Education/ Early Childhood Special Education Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Blended Early Childhood/Early Childhood Special Education Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The characteristics of development and learning of young children are integrally linked and different from those of older children and adults. Thus, programs serving young children should be structured to support those unique developmental and learning characteristics. The early childhood educator will extend, adapt, and apply knowledge gained in the professional education core for the benefit of children from birth through grade three.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The early childhood educator knows that family systems are inextricably tied to child development.

2. The early childhood educator understands the typical and atypical development of infants' and children's attachments and relationships with primary caregivers.

3. The early childhood educator understands how learning occurs and that children's development influences learning and instructional decisions.

4. The early childhood educator understands pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.

5. The early childhood educator understands the developmental consequences of toxic (strong, frequent, and/or prolonged) stress, trauma, protective factors and resilience, and the consequences on the child's mental health.

6. The early childhood educator understands the importance of supportive relationships on the child's learning, emotional, and social development.

7. The early childhood educator understands the role of adult-child relationships in learning and development.

Performance

1. The early childhood educator identifies pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.

2. The early childhood educator collaborates with parents, families, specialists and community agencies to identify and implement strategies to minimize the developmental consequences of toxic (strong, frequent, and/or prolonged) stress and trauma, while increasing protective factors and resilience.

3. The early childhood educator establishes and maintains positive interactions and relationships with the child.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. The early childhood educator understands the continuum of medical care for premature development, low birth weight, children who are medically fragile, and children with special health care needs, and knows the concerns and priorities associated with these medical conditions as well as their implications on child development and family resources.

2. The early childhood educator understands variations of beliefs, traditions, and values across cultures and the effect of these on the relationships among the child, family, and their environments.

3. The early childhood educator knows the characteristics of typical and atypical development and their educational implications and effects on participation in educational and community environments.

4. The early childhood educator knows how to access information regarding specific children's needs and disability- related issues (e.g. medical, support, service delivery).

5. The early childhood educator knows about and understands the purpose of assistive technology in facilitating individual children's learning differences, and to provide access to an inclusive learning environment.

Performance

1. The early childhood educator locates, uses, and shares information about the methods for the care of children who are medically fragile and children with special health care needs, including the effects of technology and various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.

2. The early childhood educator adapts learning, language, and communication strategies for the developmental age and stage of the child, and as appropriate identifies and uses assistive technology.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The early childhood educator understands the importance and use of routines as a teaching strategy.

2. The early childhood educator knows that physically and psychologically safe and healthy learning environments promote security, trust, attachment, and mastery motivation in children.

3. The early childhood educator understands applicable laws, rules, and regulations regarding behavior management planning and plan implementation for children with disabilities.

4. The early childhood educator understands principles of guidance (co-regulation, self-monitoring, and emotional regulation), applied behavioral analysis and ethical considerations inherent in behavior management.

5. The early childhood educator understands crisis prevention and intervention practices relative to the setting, age, and developmental stage of the child.

6. The early childhood educator knows a variety of strategies and environmental designs that facilitate a positive social and behavioral climate.

7. The early childhood educator understands that the child's primary teacher is the parent.

8. The early childhood educator understands appropriate use of evidence-based practices that support development at all stages.

Performance

1. The early childhood educator promotes opportunities for all children in natural and inclusive settings.

2. The early childhood educator embeds learning objectives within everyday routines and activities.

3. The early childhood educator creates an accessible learning environment, including the use of assistive technology.

4. The early childhood educator provides training and supervision for the classroom paraprofessional, aide, volunteer, and peer tutor.

5. The early childhood educator creates an environment that encourages self-advocacy and increased independence.

6. The early childhood educator plans and implements intervention consistent with the needs of children.

7. The early childhood educator conducts functional behavior assessments and develops positive behavior supports, and creates behavior intervention plans.

8. In collaboration with the parent, the early childhood educator applies evidence-based strategies that support development at all stages in home, community, and classroom environments.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The early childhood educator knows how children integrate domains of development (language, cognition, social and emotional, physical, and self-help) as well as traditional content areas of learning (e.g., literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, movement).

2. The early childhood educator understands theories, history, and models that provide the basis for early childhood education and early childhood special education practices as identified in the National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation Programs and the Council for Exceptional Children/Division of Early Childhood (CEC/DEC) Preparation Standards.

3. The early childhood educator understands the process of self-regulation that assists children to identify and cope with emotions.

4. The early childhood educator understands speech and language acquisition processes in order to support emergent literacy, including pre-linguistic communication and language development.

5. The early childhood educator understands the elements of play and how play assists children in learning.

6. The early childhood educator understands nutrition and feeding relationships so children develop essential and healthy eating habits.

7. The early childhood educator understands that children are constructing a sense of self, expressing wants and needs, and understanding social interactions that enable them to be involved in friendships, cooperation, and effective conflict resolutions.

8. The early childhood educator understands the acquisition of self-help skills that facilitate the child's growing independence (e.g., toileting, dressing, grooming, hygiene, eating, sleeping).

9. The early childhood educator understands the comprehensive nature of children's wellbeing in order to create opportunities for developing and practicing skills that contribute to healthful living and enhanced quality of life.

10. The early childhood educator has deep knowledge of the state-adopted early learning guidelines/standards and developmental indicators.

Performance

1. The early childhood educator demonstrates the application of theories and educational models in early childhood education and special education practices.

2. The early childhood educator applies developmentally appropriate practices to facilitate growth towards developmental milestones and emerging foundational skills.

3. The early childhood educator differentiates practices for the acquisition of skills in English language arts, science, mathematics, social studies, the arts, health, safety, nutrition, and physical education for children from birth through age 2, ages 3-5, and grades K-3.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The early childhood educator understands critical developmental processes and knows how to facilitate the growth and development of children birth through age 8.

2. The early childhood educator recognizes the role that social and emotional development plays in overall development and learning.

3. The early childhood educator knows the multiple factors that contribute to the development of cultural competence in young children birth through age 8.

4. The early childhood educator understands how to promote the development of executive functioning in children birth through age 8 (e.g. impulse control, problem solving, exploration).

5. The early childhood educator knows the importance of facilitating emergent literacy and numeracy.

6. The early childhood educator understands the essential functions of play and the role of play in the holistic growth and development of children birth through age 8.

Performance

1. The early childhood educator effectively creates and maintains an environment that facilitates overall growth and development of all children (e.g. routines, materials and equipment, schedules, building relationships, assistive technology).

2. The early childhood educator builds positive relationships with children and families and encourages cultural sensitivity among children to foster social and emotional development of all children.

3. The early childhood educator utilizes a play-based curriculum to facilitate the holistic development of all children and fosters the emergence of literacy, numeracy, and cognition.

4. The early childhood educator effectively utilizes explicit instruction to facilitate the development of executive functioning (e.g. impulse control, problem solving, exploration).

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. The early childhood educator understands the legal provisions, regulations, guidelines, and ethical concerns regarding assessment of children.

2. The early childhood educator knows that developmentally appropriate assessment procedures reflect children's behavior over time and rely on regular and periodic observations and record keeping of children's everyday activities and performance.

3. The early childhood educator knows the instruments and procedures used to assess children for screening, pre-referral interventions, referral, and eligibility determination for special

education services or early intervention services for birth to three years.

4. The early childhood educator knows the ethical issues and identification procedures for children with disabilities, including children from culturally and linguistically diverse backgrounds.

Performance

1. The early childhood educator assesses all developmental domains (e.g., social and emotional, fine and gross motor, cognition, communication, self-help).

2. The early childhood educator ensures the participation and procedural safeguard rights of the parent/child when determining eligibility, planning, and implementing services.

3. The early childhood educator collaborates with families and professionals involved in the assessment process of children.

4. The early childhood educator conducts an ecological assessment and uses the information to modify various settings as needed and to integrate the children into those setting.

5. The early childhood educator uses a diverse array of assessment strategies to assess children depending on the purpose of assessment (e.g. observation, checklists, norm-referenced).

6. The early childhood educator demonstrates culturally or linguistically diverse assessment practices and procedures used to determine eligibility of a student.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The early childhood educator understands theory and research that reflect currently recommended professional practice for engaging with families and children (from birth through age 2, ages 3-5, and grades K-3).

2. The early childhood educator has deep knowledge of the state-adopted early learning guidelines/standards and developmental indicators.

Performance

1. The early childhood educator designs meaningful child-initiated inquiry and integrated learning opportunities that are scaffolded for the developmental needs of all children.

2. The early childhood educator assists families in identifying their resources, priorities, and concerns in relation to their children's development and provides information about a range of family-oriented services based on identified resources, priorities, and concerns through

the use of the Individualized Family Service Plans (IFSP) Individualized Education Programs (IEP).

3. The early childhood educator facilitates transitions for children and their families (e.g., hospital, home, Infant/Toddler programs, Head Start, Early Head Start, childcare programs, preschool, primary programs).

4. The early childhood educator analyzes activities and tasks and uses procedures for monitoring children's skill levels and progress.

5. The early childhood educator evaluates children's skill development in relation to developmental norms and state-adopted standards.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The early childhood educator knows the characteristics of physical environments that must vary to support the learning of children from birth through age 2, ages 3-5, and grades K-3 (e.g., schedule, routines, transitions).

2. The early childhood educator understands the breadth and application of low and high assistive technology to support instructional assessment, planning, and delivery of instruction.

Performance

1. The early childhood educator uses developmentally appropriate methods to help children develop intellectual curiosity, solve problems, and make decisions (e.g., child choice, play, small group projects, open- ended questioning, group discussion, problem solving, cooperative learning, inquiry and reflection experiences).

2. The early childhood educator uses evidence-based instructional strategies (e.g., child choice, play, differentiation, direct instruction, scaffolding) that support both child-initiated and adult-directed activities.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The early childhood educator understands the NAEYC Standards for Early Childhood Professional Preparation and the CEC/DEC Initial Preparation Standards.

2. The early childhood educator understands the code of ethics of the NAEYC, CEC/DEC, and the Idaho Code of Ethics for Professional Educators.

3. The early childhood educator understands the responsibilities as outlined in the Pre-Service Technology Standards (e.g. digital citizenship and ethical practice).

Performance

1. The early childhood educator practices behavior congruent with the NAEYC Standards for Early Childhood Professional Preparation, CEC/DEC Initial Preparation Standards, and the Idaho Code of Ethics for Professional Educators.

2. The early childhood educator practices behavior as outlined in the Pre-Service Technology Standards (e.g. digital citizenship and ethical practice).

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Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The early childhood educator knows about state and national professional organizations (e.g., NAEYC and CEC/DEC.

2. The early childhood educator knows family systems theory and its application to the dynamics, roles, and relationships within families and communities.

3. The early childhood educator knows community, state, and national resources available for children and their families.

4. The early childhood educator understands the role and function of the service coordinator and related service professionals in assisting families of children.

5. The early childhood educator knows basic principles of administration, organization, and operation of early childhood programs (e.g., supervision of staff and volunteers, and program evaluation).

6. The early childhood educator knows the rights and responsibilities of parents, students, teachers, professionals, and programs as they relate to children with disabilities.

7. The early childhood educator understands how to effectively communicate and collaborate with children, parents, colleagues, and the community in a professional and culturally sensitive manner.

Performance

1. The early childhood educator demonstrates skills in communicating, consulting and partnering with families and diverse service delivery providers (e.g., home services, childcare programs, school, community) to support the child's development and learning.

2. The early childhood educator identifies and accesses community, state, and national resources for children and families.

3. The early childhood educator advocates for children and their families.

4. The early childhood educator creates a manageable system to maintain all program and legal records for children.

5. The early childhood educator encourages and assists families to become active participants in the educational team, including setting instructional goals for and charting progress of children.

6. The early childhood educator demonstrates respect, honesty, caring, and responsibility in order to promote and nurture an environment that fosters these qualities.

Idaho Standards for Elementary Education Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Elementary Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands concepts of language arts and child development in order to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

2. The teacher understands the importance of providing a purpose and context to use the communication skills taught across the curriculum.

3. The teacher understands how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and test data to improve student reading ability.

4. The teacher understands the fundamental concepts and the need to integrate STEM disciplines including physical, life, and earth and space **S**ciences, **T**echnology, **E**ngineering, and Mathematics as well as the applications of STEM disciplines to technology, personal and social perspectives, history, unifying concepts, and inquiry processes used in the discovery of new knowledge.

5. The teacher understands major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, computation, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that represent phenomena, solve problems, and manage data. The teacher understands the relationship between inquiry and the development of mathematical thinking and reasoning.

6. The teacher knows the major concepts and modes of inquiry for social studies: the integrated study of history, geography, government/civics, economics, social/cultural and other related areas to develop students' abilities to make informed decisions as global citizens of a culturally diverse, democratic society and interdependent world.

7. The teacher understands the content, functions, aesthetics, and achievements of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.

8. The teacher understands the comprehensive nature of students' physical, intellectual, social, and emotional well-being in order to create opportunities for developing and practicing skills that contribute to overall wellness.

9. The teacher understands human movement and physical activities as central elements for active, healthy lifestyles and enhanced quality of life.

10. The teacher understands connections across curricula and within a discipline among concepts, procedures, and applications. Further, the teacher understands its use in motivating students, building understanding, and encouraging application of knowledge, skills, and ideas to real life issues and future career applications.

11. The teacher understands the individual and interpersonal values of respect, caring, integrity, and responsibility that enable students to effectively and appropriately communicate and interact with peers and adults.

Performance

1. The teacher models the appropriate and accurate use of language arts.

2. The teacher demonstrates competence in language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education. Through inquiry the teacher facilitates thinking and reasoning.

3. The teacher provides a purpose and context to use the communication skills taught. The teacher integrates these communication skills across the curriculum.

4. The teacher conceptualizes, develops, and implements a balanced curriculum that includes language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education.

5. Using his/her integrated knowledge of the curricula, the teacher motivates students, builds understanding, and encourages application of knowledge, skills, and ideas to real life issues, democratic citizenship, and future career applications.

6. The teacher models respect, integrity, caring, and responsibility in order to promote and nurture a school environment that fosters these qualities.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands that young children's and early adolescents' literacy and language development influence learning and instructional decisions.

2. The teacher understands the cognitive processes of attention, memory, sensory processing, and reasoning, and recognizes the role of inquiry and exploration in developing these abilities.

Performance

1. The teacher designs instruction and provides opportunities for students to learn through inquiry and exploration.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Knowledge

1. The teacher understands the necessity of appropriately and effectively collaborating with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.

2. The teacher understands that there are multiple levels of intervention and recognizes the advantages of beginning with the least intrusive.

Performance

1. The teacher appropriately and effectively collaborates with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.

2. The teacher systematically progresses through the multiple levels of intervention, beginning with the least intrusive.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands the importance of teaching and re-teaching classroom expectations.

2. The teacher recognizes the importance of positive behavioral supports and the need to use multiple levels of intervention to support and develop appropriate behavior.

Performance

1. The teacher consistently models and teaches classroom expectations.

2. The teacher utilizes positive behavioral supports and multiple levels of intervention to support and develop appropriate behavior.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Principle 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Engineering Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Engineering Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The teacher understands how to design developmentally appropriate engineering activities and assignments.

Performance

1. The teacher designs and implements developmentally appropriate engineering activities and assignments.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address those needs.

2. The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.

Performance

1. The teacher collaborates with other area specialists to distinguish between issues of learning disabilities and giftedness.

2. The teacher provides appropriate accommodations that allow students to access academic content.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands the principles of effective classroom management (e.g., strategies that promote positive relationships, cooperation, conflict resolution, and purposeful learning).

2. The teacher understands the principles of motivation, both extrinsic and intrinsic, and human behavior.

3. The teacher knows the components of an effective classroom management plan.

4. The teacher understands how social groups function and influence individuals, and how individuals influence groups.

5. The teacher understands how participation, structure, and leadership promote democratic values in the classroom.

6. The teacher understands the relationship between classroom management, school district policies, building rules, and procedures governing student behavior.

Performance

1. The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help students become self-motivated.

2. The teacher establishes a positive and safe climate in the classroom and laboratory, as well as participates in maintaining a healthy environment in the school as a whole.

3. The teacher designs and implements a classroom management plan that maximizes class productivity by organizing, allocating, and managing the resources of time, space, and activities, as well as clearly communicating curriculum goals and learning objectives.

4. The teacher utilizes a classroom management plan consistent with school district policies, building rules, and procedures governing student behavior.

5. The teacher creates a learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and

independently, resolve conflicts, and engage in purposeful learning activities.

6. The teacher organizes, prepares students for, and monitors independent and group work that allows for the full and varied participation of all individuals.

7. The teacher engages students in individual and cooperative learning activities that helps the students develop the motivation to achieve (e.g., relating lessons to real-life situations, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them).

8. The teacher analyzes the classroom environment, making adjustments to enhance social relationships, student self-motivation and engagement, and productive work.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands the principles and concepts of engineering design.

2. The teacher understands the role of mathematics in engineering design and analysis.

3. The teacher understands the role of natural and physical sciences in engineering design and analysis.

4. The teacher understands the ethical issues and practices of the engineering profession.

5. The teacher understands the importance of team dynamics and project management in engineering projects.

Performance

1. The teacher applies the principles and concepts of engineering design in the solution of an engineering design problem.

2. The teacher can demonstrate the effects engineering has on the society, the environment and the global community.

3. The teacher is able to work in a learning community/project team.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher understands the communication needs of diverse learners.

2. The teacher knows how to use a variety of communication tools (e.g., audio-visual technology, computers, and the Internet) to support and enrich learning opportunities.

3. The teacher understands strategies for promoting student communication skills.

4. The teacher knows the symbols, terminology, and notations specific to engineering.

5. The teacher recognizes the importance of oral and written communication in the engineering discipline.

Performance

1. The teacher is a thoughtful and responsive listener.

2. The teacher adjusts communication so that it is developmentally and individually appropriate.

3. The teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking.

4. The teacher supports and expands student skills in speaking, writing, reading, listening, and in using other mediums, consistent with engineering practices.

5. The teacher demonstrates the ability to communicate effectively orally and in writing.

6. The teacher adjusts communication in response to cultural differences (e.g., appropriate use of eye contact and interpretation of body language).

7. The teacher uses a variety of communication tools (e.g., audio-visual technologies, computers, and the Internet) to support and enrich learning opportunities.

8. The teacher uses the symbols, terminology, and notations specific to engineering.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. The teacher understands the purposes of formative and summative assessment and evaluation.

2. The teacher knows how to use multiple strategies to assess individual student progress.

3. The teacher understands the characteristics, design, purposes, advantages, and limitations of different types of assessment strategies.

4. The teacher knows how to use assessments in designing and modifying instruction.

5. The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to students to measure engineering learning outcomes.

6. The teacher understands measurement theory and assessment-related concepts such as validity, reliability, bias, and scoring.

7. The teacher knows how to communicate assessment information and results to students, parents, colleagues, and stakeholders.

8. The teacher knows how to apply technology to facilitate effective assessment and evaluation strategies.

Performance

1. The teacher selects, constructs, and uses a variety of formal and informal assessment techniques to enhance the knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.

2. The teacher uses multiple assessment strategies to measure students' current level of performance in relation to curriculum goals and objectives.

3. The teacher appropriately uses assessment strategies to allow students to become aware of their strengths and needs and to encourage them to set personal goals for learning.

4. The teacher monitors student assessment data and adjusts instruction accordingly.

5. The teacher maintains records of student work and performance, and communicates student progress to students, parents, colleagues, and stakeholders.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher understands how to apply knowledge regarding subject matter, learning theory, instructional strategies, curriculum development, and child and adolescent development to meet curriculum goals.

2. The teacher knows how to take into account such elements as instructional materials, individual student interests, needs, aptitudes, and community resources in planning instruction that creates an effective bridge between curriculum goals and student learning.

3. The teacher knows when and how to adjust plans to maximize student learning.

4. The teacher understands how curriculum alignment across grade levels and disciplines maximizes learning.

Performance

1. The teacher designs an engineering curriculum that aligns with high school and postsecondary engineering curricula.

2. The teacher designs curriculum to meet community and industry expectations.

3. The teacher, as an individual and a member of a team, selects and creates learning experiences that are appropriate for curriculum goals, relevant to students, and based on principles of effective instruction and performance modes.

4. The teacher creates short-range and long-range instructional plans, lessons, and activities that are differentiated to meet the developmental and individual needs of diverse students.

5. The teacher responds to unanticipated sources of input by adjusting plans to promote and capitalize on student performance and motivation.

6. The teacher develops and utilizes student assessments that align with curriculum goals and objectives.

7. The teacher modifies instructional plans based on student assessment and performance data.

8. The teacher integrates multiple perspectives into instructional planning, with attention to students' personal, family, and community experiences and cultural norms.

9. The teacher uses information from students, parents, colleagues, and school records to assist in planning instruction to meet individual student needs.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The teacher understands how instructional strategies impact processes associated with various kinds of learning.

2. The teacher understands the techniques and applications of various instructional strategies (e.g., cooperative learning, project-based learning, problem-based learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction, manipulatives).

3. The teacher knows how to enhance learning through the use of a wide variety of materials, human resources, and technology.

4. The teacher knows how to apply integrative STEM pedagogy.

Performance

1. The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs.

2. The teacher uses multiple teaching and learning strategies to engage students in learning.

3. The teacher uses a variety of instructional tools and resources.

4. The teacher develops learning activities that integrate content from science, technology, engineering, arts, and mathematic disciplines.

5. The teacher uses practitioners from industry and the public sector as appropriate for the content area.

6. The teacher develops a scope and sequence of instruction related to the students' prior knowledge.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher is knowledgeable about the different career opportunities for engineering.

2. The teacher knows the Code of Ethics for Idaho Professional Educators.

3. The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching.

4. The teacher is aware of the personal biases that affect teaching and knows the importance of presenting issues with objectivity, fairness, and respect.

5. The teacher knows where to find and how to access professional resources on teaching and subject matter.

6. The teacher understands the need for professional activity and collaboration beyond the school.

7. The teacher knows about professional organizations within education and his/her discipline.

8. The teacher understands the dynamics of change and recognizes that the field of education is not static.

9. The teacher knows how to use educational technology to enhance productivity and professionalism.

Performance

1. The teacher practices behavior congruent with The Code of Ethics for Idaho Professional Educators.

2. The teacher adheres to local, state, and federal laws.

3. The teacher uses a variety of sources for evaluating his/her teaching (e.g., classroom observation, student achievement data, information from parents and students, and research).

4. The teacher uses self-reflection as a means of improving instruction.

5. The teacher participates in meaningful professional development opportunities in order to learn current, effective teaching practices.

6. The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.

7. The teacher engages in professional discourse about subject matter knowledge and pedagogy.

8. The teacher uses educational technology to enhance productivity and professionalism.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The teacher is aware of community issues and needs for design opportunities.

2. The teacher is aware of the importance of professional learning communities.

Performance

1. The teacher is able to adapt lessons to address community needs using the engineering design process.

2. The teacher actively seeks out and utilizes community resources to create engaging learning opportunities.

3. The teacher collaborates with other teachers across disciplines, as well as community partners.

Glossary

Engineering: The profession in which knowledge of the mathematical and natural sciences gained by study, experience, and practice is applied with judgment to develop ways to utilize economically the materials and forces of nature for the benefit of mankind.

Engineering Design Process: A systematic problem-solving strategy, with criteria and constraints, used to develop many possible solutions to solve or satisfy human needs or wants and to narrow down the possible solutions to one final choice.

Engineering Technology: The part of the technological field that requires the application of scientific and engineering knowledge and methods combined with technical skills in support of engineering activities; it lies in the occupational spectrum between the craftsman and the engineer at the end of the spectrum closest to the engineer.

Integrative STEM: The application of technological/engineering design based pedagogical approaches to intentionally teach content and practices of science and mathematics education concurrently with content and practices of technology/engineering education. Integrative STEM Education is equally applicable at the natural intersections of learning within the continuum of content areas, educational environments, and academic levels.

Technology: Technology comprises the entire system of people and organizations, knowledge, processes, and devices that go into creating and operating technological artifacts, as well as the artifacts themselves.

Idaho Standards for English Language Arts Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the English Language Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** These standards were aligned to the 2011 InTASC Model Core Teaching Standards and the 2012 NCTE/NCATE Standards for Initial Preparation of Teachers of Secondary English Language Arts. The language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performance

1. Candidates demonstrate knowledge of developmental levels in reading, writing, listening, viewing, and speaking and plan for developmental stages and diverse ways of learning.

2. Candidates demonstrate knowledge about how adolescents read and make meaning of a wide range of texts (e.g. literature, poetry, informational text, and digital media).

3. Candidates demonstrate knowledge about how adolescents compose texts in a wide range of genres and formats including digital media.

Standard 2: Learning Difference - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performance

1. Candidates demonstrate knowledge of theories and research needed to plan and implement instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.

2. Candidates design and/or implement instruction that incorporates students' linguistic and cultural backgrounds to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Performance

1. Candidates use various types of data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA (e.g. workshops, project based learning, guided writing, Socratic seminars, literature circles etc.).

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Performance

1. Candidates demonstrate knowledge and use print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.

2. Candidates demonstrate knowledge and use the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they apply the concept of dialect and relevant grammar systems (e.g., descriptive and prescriptive); they facilitate principles of language acquisition; they connect the influence of English language history on ELA content and its impact of language on society.

3. Candidates demonstrate knowledge and compose a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing involves strategic and recursive processes across multiple stages (e.g. planning, drafting, revising, editing, and publishing); candidates use contemporary technologies and/or digital media to compose multimodal discourse.

4. Candidates demonstrate knowledge and use strategies for acquiring and applying vocabulary knowledge to general academic and domain specific words as well as unknown terms important to comprehension (reading and listening) or expression (speaking and writing).

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Performance

1. Candidates design and/or implement instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.

2. Candidates design and/or implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

3. Candidates design and/or implement instruction related to a breadth and depth of texts, purposes, and complexities (e.g., literature, digital, visual, informative, argument, narrative, poetic) that lead to students becoming independent, critical, and strategic readers, writers, speakers, and listeners.

4. Candidates design and/or implement instruction related to speaking and listening that lead to students becoming critical and active participants in conversations and collaborations.

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Performance

1. Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

2. Candidates design or knowledgeably select appropriate reading assessments in response to student interests, reading proficiencies, and/or reading strategies.

3. Candidates design or knowledgeably select a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates respond to students' writing throughout the students' writing processes in ways that engage students' ideas and encourage their growth as writers over time.

4. Candidates differentiate instruction based on multiple kinds of assessments of learning in English language arts (e.g., students' self-assessments, formal assessments, informal assessments); candidates communicate with students about their performance in ways that actively involve students in their own learning.

Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performance

1. Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials which includes reading, writing, speaking, listening, and language.

2. Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

3. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

4. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performance

1. Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts by selecting, creating, and using a variety of instructional strategies and resources specific to effective literacy instruction, including contemporary technologies and digital media., and knowledge about students' linguistic and cultural backgrounds.

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performance

1. Candidates model literate and ethical practices in ELA teaching, and engage in a variety of experiences related to ELA and reflect on their own professional practices.

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Performance

1. Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

Idaho Standards for Gifted and Talented Education Professionals

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Gifted and Talented Education Professional Standards are widely recognized, but not all-encompassing or absolute indicators that candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

The Idaho Standards for Gifted and Talented Education Professionals incorporate the National Association for Gifted Children (NAGC) and the Council for Exceptional Children (CEC) Gifted Educator Preparation Standards (2014).

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, his/her content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts in 2013, and has been adopted verbatim.*

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. Beginning gifted education professionals understand the variations in learning and development between and among individuals with exceptionalities.

2. Beginning gifted education professionals understand the social and emotional issues of individuals with gifts and talents (e.g., perfectionism, underachievement, risk taking, and asynchronous development).

3. Beginning gifted education professionals understand the theories related to the highly sensitive nature of individuals with gifts and talents.

4. Beginning gifted education professionals understand the moral and ethical challenges of individuals with gifts and talents.

5. Beginning gifted education professionals understand the need for appropriate social and emotional counseling of individuals with gifts and talents.

6. Beginning gifted education professionals understand the common misconceptions, myths and stereotypes about individuals with gifts and talents.

Performance

1. Beginning gifted education professionals demonstrate their knowledge of variations in learning and development between and among individuals with gifts and talents by creating meaningful and challenging learning experiences.

2. Beginning gifted education professionals identify, evaluate, develop, and implement strategies and resources to address the social and emotional needs of individuals with gifts and talents.

3. Beginning gifted education professionals engage students in learning opportunities that develop moral and ethical dispositions.

4. Beginning gifted education professionals advocate for individuals with gifts and talents by debunking common misconceptions, myths and stereotypes associated with giftedness.

Supporting Explanation for Standard 1:

From its roots, gifted educators have placed the learning needs of the individual at the center of gifted education instruction. Gifted educators have altered instructional variables to optimize learning for individuals with gifts and talents. Development of expertise begins with a thorough understanding of and respect for similarities and differences in all areas of human growth and development. Like all educators, beginning gifted educators first respect individuals with gifts and talents within the context of human development and Individual learning differences. Not only do beginning gifted educators understand advanced developmental milestones of individuals with gifts and talents from early childhood through adolescence, but they also understand how exceptionalities can interact with development and learning, and modify developmentally appropriate learning environments to provide relevant, meaningful, and challenging learning experiences for individuals with gifts and talents.

Standard 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. Beginning gifted education professionals understand how language, culture, economic status, family background, age, gender, learning disabilities, and other disabilities can influence the learning of individuals with gifts and talents.

Performance

1. Beginning gifted education professionals identify and provide appropriate differentiated curriculum that targets individual students' needs with respect to an individual's high performing capabilities in intellectual, creative, specific academic, leadership areas, or ability in the performing or visual arts.

2. Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents.

Supporting Explanation for Standard 2:

Beginning gifted educators understand the variation in characteristics between and among individuals with and without gifts and talents. They know exceptionalities can interact with multiple domains of human development to influence an individual's learning in school, community, and throughout life. Moreover, they understand that the beliefs, traditions, and values across and within cultures can influence relationships among and between students, their families, and the school community. Furthermore, these experiences of individuals with exceptionalities can influence the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

Beginning gifted educators are active and resourceful in seeking to understand how primary language, culture, family, and learning disabilities interact with the individual's gifts and talents to influence academic and social abilities, attitudes, values, interests, and career and post-secondary options.

These learning differences and their interactions provide the foundation upon which beginning gifted educators differentiate instruction, create adaptations and instructional support in order to provide developmentally meaningful and challenging learning for individuals with exceptionalities.

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. Beginning gifted education professionals understand the elements of safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become active and effective learners and develop emotional well-being, positive social interactions, independence, and self-advocacy.

Performance

1. Beginning gifted education professionals collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful learning activities and social interactions. They take into account individual abilities and needs and develop emotional well-being, positive social interactions, independence, and self-advocacy.

2. Beginning gifted education professionals use communication and motivational and instructional interventions to facilitate understanding of subject matter and to teach individuals with gifts and talents how to adapt to different environments and develop leadership skills.

3. Beginning gifted education professionals match their communication methods to an individual's language proficiency and cultural and linguistic differences.

Supporting Explanation for Standard 3:
Like all educators, beginning gifted educators develop safe, inclusive, culturally responsive learning environments for all students. They also collaborate with colleagues in general education and other specialized environments that develop students' gifts and talents, engaging them in meaningful learning activities that enhance independence, interdependence, and positive peer-relationships.

Beginning gifted educators modify learning environments for individual needs. Knowledge regarding an individual's language, family, culture, and other significant contextual factors and how they interact with an individual's gifts and talents guides the beginning gifted educator in modifying learning environments and providing for the maintenance and generalization of acquired skills across environments and subjects. They match their communication methods to an individual's language proficiency and cultural and linguistic differences, avoiding discrimination and stereotyping.

Beginning gifted educators structure environments to encourage self-awareness, self-efficacy, self-direction, personal empowerment, leadership, and self-advocacy of individuals with gifts and talents and directly teach them to adapt to the expectations and demands of differing environments.

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge
1. Beginning gifted education professionals understand the central concepts and structures of the disciplines and tools of inquiry related to the various academic content areas they teach or support.

Performance
1. Beginning gifted education professionals organize content knowledge, integrate cross – disciplinary skills, and develop meaningful learning progressions to help individuals with gifts and talents in academic subject matter and specialized content domains.

Supporting Explanation for Standards 4 & 5:
The professional knowledge base in general education has made clear that the educators' understanding of the central concepts and structures of the discipline and tools of inquiry related to the academic subject- matter content areas they teach makes a significant difference in student learning. There is good reason to generalize this conclusion to gifted educators.

Within the general curricula, beginning gifted educators demonstrate in their planning and teaching, a solid base of understanding of the theories, central concepts and principles, structures of the discipline, and tools of inquiry of the academic subject-matter content areas they teach so they are able to organize knowledge, integrate cross-disciplinary skills, develop meaningful learning progressions and collaborate with educators in:

- Using assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents.

- Teaching the content of the general or specialized curriculum to individuals with gifts and talents across a wide range of advanced performance levels.

- Designing appropriate learning and performance modifications for individuals with gifts and talents in academic subject matter and specialized content domains that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content.

Additionally, beginning gifted educators use a variety of specialized curricula to individualize meaningful and challenging learning for individuals with exceptionalities.

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge
1. Beginning gifted education professionals understand general and specialized curriculum models to create advanced, conceptually challenging, in-depth, distinctive, and complex learning experiences across a wide range of advanced knowledge and performance levels.

2. Beginning gifted education professionals understand the responsibility of School Districts outlined in Idaho Code 33-2003, as well as the definition of Gifted/Talented Children defined in Idaho Code 33-2001-04 with respect to high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts.

Performance
1. Beginning gifted education professionals implement general and specialized curriculum to create advanced, conceptually challenging, in-depth, distinctive, and complex learning experiences across a wide range of advanced knowledge and performance levels.

2. Beginning gifted education professionals implement the components of Idaho Codes 33-2001-04 and 33-2003 with respect to individuals with high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts.

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. Beginning gifted education professionals understand the appropriate use and limitations of various types of assessments.

2. Beginning gifted education professionals understand how to select and use technically sound formal and informal assessments that minimize bias.

Performance

1. Beginning gifted education professionals use pre-assessment and formative/summative assessments. They select, adapt, and create materials to differentiate strategies and create curricula that challenges and ensures growth of individuals with gifts and talents

2. Beginning gifted education professionals conduct and analyze formal and informal assessments of learning and achievement related to gifted and talented referral/nomination, identification, program planning, and other services for individuals with gifts and talents

3. Beginning gifted education professionals use assessment data to foster and document sustained growth over time of individuals with gifts and talents

4. Beginning gifted education professionals use various types of assessment data to collaborate with families and colleagues to assure appropriate, non-biased, and meaningful assessment to develop long- and short-range goals and objectives

5. Beginning gifted education professionals engage individuals with gifts and talents in assessing the quality of their own learning and performance and in providing feedback to guide them in setting future goals and objectives.

Supporting Explanation for Standard 6:

Like all educators, beginning gifted educators understand measurement theory and practice for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. Beginning gifted educators understand the policies and ethical principles of measurement and assessment related to gifted education referral/nomination, identification, planning, differentiated instruction, learning progress, and services for individuals with gifts and talents, including individuals from culturally and linguistically diverse backgrounds.

Beginning gifted educators understand the appropriate use and limitations of various types of assessments and collaborate with families and other colleagues to assure nonbiased, meaningful assessments and decision-making.

Beginning gifted educators select and use assessment information to support a wide variety of decisions within gifted education. They conduct formal and informal assessments of behavior, learning, achievement, and environments to differentiate the learning experiences and document the growth and development of individuals with gifts and talents. Moreover, they differentiate assessments to identify above level performances and to accelerate and enrich the general curriculum. Beginning gifted educators use available technologies routinely to support their assessments and employ alternative assessments such as performance-based assessment, portfolios, and computer simulations.

Using these data, beginning gifted educators make multiple types of assessment decisions including strategic adaptations and modifications in response to an individuals' constellation of social, linguistic, and learning factors in ways to minimize bias. They also use the results of assessments to develop long- range instructional plans anchored in both general and specialized curricula, and they translate these plans into carefully selected shorter-range goals and objectives to differentiate instruction. Moreover, beginning gifted educators engage individuals with gifts and talents in assessing the quality of their own learning and performance and in providing feedback to guide them in setting future goals and objectives.

Like their general education colleagues, beginning gifted educators regularly monitor the learning progress of individuals with gifts and talents in both general and specialized content and make instructional adjustments based on these data.

Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. Beginning gifted education professionals understand the rationale, history, philosophies, theories, definitions, and models of gifted and talented education.

2. Beginning gifted education professionals know principles of evidence-based practice and possess a repertoire of instructional strategies to enhance critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents.

3. Beginning gifted education professionals understand curriculum design that includes content, process, product, and learning environment to differentiate instruction to meet the needs of individuals with gifts and talents.

4. Beginning gifted education professionals understand how to develop curriculum in the five mandated areas: intellectual, creative, specific academic, leadership, and visual/performing arts.

Performance

1. Beginning gifted education professionals select and utilize a repertoire of evidence-based curriculum and instructional strategies to advance the learning of individuals with gifts and talents.

2. Beginning gifted education professionals use technologies to support assessment, planning, and delivery of instruction for individuals with gifts and talents.

3. Beginning gifted education professionals collaborate with families and professional colleagues in selecting, adapting, and using evidence-based strategies to promote challenging learning opportunities in general and specialized curricula.

Supporting Explanation for Standard 7:

In the selection, development, and adaptation of learning experiences for individuals with gifts and talents, beginning gifted educators consider an individual's abilities, interests, learning environments and cultural and linguistic factors to promote positive learning results in general and special curricula. Understanding these factors and curriculum models, as well as the implications of being gifted and talented, guides the educator's development of scope and sequence plans; selection, adaptation and creation of learning activities; and use of differentiated evidence-based instructional strategies.

Moreover, beginning gifted educators facilitate these actions in a collaborative context that includes individuals with gifts and talents, families, professional colleagues, and personnel from other agencies as appropriate. They are familiar with alternative and augmentative communication systems and are comfortable using technologies to support language and communication, instructional planning and individualized instruction for individuals with exceptionalities.

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. Beginning gifted education professionals understand a variety of differentiated instructional strategies to advance individuals with gifts and talents.

Performance

1. Beginning gifted education professionals use and adapt a repertoire of evidence-based curriculum and instructional strategies to advance the learning of individuals with gifts and talents.

2. Beginning gifted education professionals use technologies to support instruction for individuals with gifts and talents

3. Beginning gifted education professionals emphasize the development, practice, and transfer of advanced knowledge and skills leading individuals with gifts and talents to become creative and productive citizens.

4. Beginning gifted education professionals use curriculum design that includes content, process, product, and learning environment to address the needs of individuals with gifts and talents.

5. Beginning gifted education professionals develop and deliver curriculum in five mandated areas: intellectual, creative, specific academic, leadership, and visual/performing arts.

Supporting Explanation for Standard 8:
Beginning gifted educators possess a repertoire of evidence-based strategies to differentiate and accelerate the curriculum for individuals with gifts and talents. They select, adapt, and use these strategies to promote challenging learning opportunities in general and special curricula and to modify learning environments to enhance self-awareness and self-efficacy for individuals with gifts and talents. They enhance 21st Century student outcomes such as critical and creative thinking, problem solving, collaboration, and performance skills in specific domains and allow individuals with gifts and talents opportunities to explore, develop or research their areas of interest or talent. Beginning gifted educators also emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in society for individuals with gifts and talents.

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to evaluate continually his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge
1. Beginning gifted education professionals understand how foundational knowledge, perspectives, and current issues influence professional practice and the education and treatment of individuals with gifts and talents, both in school and society.

2. Beginning gifted education professionals are aware of their own professional development needs and understand the significance of lifelong learning.

Performance

1. Beginning gifted education professionals use foundational knowledge of the field and their professional Ethical Principles and Program Standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession.

2. Beginning gifted education professionals model respect for diversity, understanding that diversity is a part of families, cultures, and schools, and that complex human issues can interact with identification of individuals with gifts and talents and the delivery of gifted services.

3. Beginning gifted education professionals advance the gifted education profession through participation in professional activities, learning communities, advocacy, and mentoring.

Supporting Explanation for Standard 9:
Beginning gifted educators practice in multiple roles and complex situations across wide age and developmental ranges requiring ongoing attention to legal matters and serious consideration of professional and ethical issues. Ethical principles and Program Standards guide beginning gifted educators. These principles and standards provide benchmarks by which gifted educators practice and evaluate one another professionally.

Beginning gifted educators understand gifted education as an evolving and changing discipline based on philosophies, evidence-based principles and theories, policies, and historical points of view that continue to influence the field of gifted education and the education of and services for individuals with gifts and talents and their families in both school and society. Beginning gifted educators understand how these factors influence professional practice including assessment, instructional planning, services, and program evaluation.

Beginning gifted educators are sensitive to the aspects of diversity relating to individuals with gifts and talents and their families, how human diversity can influence families, cultures, and schools, and how these complex issues can each interact with the delivery of gifted education services. Of special significance is the growth in the number and prevalence of English Language Learners (ELL) and the provision of effective gifted education services for ELL with exceptionalities and their families.

Beginning gifted educators also understand the relationships of the organization of gifted education services to the organization of schools, school systems, and education-related agencies within the country and cultures in which they practice. They are aware of how their own and others' attitudes, behaviors, and ways of communicating can influence their practice, and use this knowledge as a foundation to inform their own personal understandings and philosophies of special education.

Beginning gifted educators engage in professional activities and participate actively in professional learning communities that benefit individuals with gifts and talents, their families, colleagues, and their own professional growth. They view themselves as lifelong learners and regularly reflect on and adjust their practice, and develop and use personalized professional development plans. They plan and engage in activities that foster their professional growth and keep them current with evidence-based practices and know how to recognize their own skill limits and practice within them.

Moreover, educators of the gifted embrace their special role as advocate for individuals with gifts and talents. They promote and advocate for the learning and wellbeing of individuals with gifts and talents across settings and diverse learning experiences.

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. Beginning gifted education professionals understand the theory and elements of effective collaboration.

2. Beginning gifted education professionals understand the components of a district plan for individuals with gifts and talents, including philosophy, definitions, goals, program options, identification procedures, and evaluation; how to develop a district plan; and the array of program options and services available for individuals with gifts and talents.

3. Beginning gifted education professionals understand effective implementation and evaluation of gifted and talented programs.

Performance

1. Beginning gifted education professionals collaborate with families, other educators and related service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning experiences.

2. Beginning gifted education professionals serve as a collaborative resource to colleagues.

3. Beginning gifted education professionals educate parents, other family members, and colleagues about the social and emotional needs and development of gifted and talented students.

4. Beginning gifted education professionals use collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings and collaborators.

5. Beginning gifted education professionals use a variety of technologies and techniques to facilitate learning and communication.

6. Beginning gifted education professionals educate colleagues, parents/guardians, and others about the common misconceptions, myths, stereotypes, and controversial issues related to gifted and talented education.

7. Beginning gifted education professionals identify and implement extension and acceleration options for individuals with gifts and talents.

8. Beginning gifted education professionals match student needs with appropriate program options and services.

Supporting Explanation for Standard 10:
One of the significant changes in education over the past several decades is the rapid growth of collaborative educational teams to address the educational needs of students. The diversity of the students, complexity of curricular demands, growing influence of technology, and the rising targets for learning outcomes in the 21st century has created the demand for teams of educators collaborating together to ensure all students are effectively learning challenging curricula.

Beginning gifted educators embrace their role as a resource to colleagues and use the theory and elements of collaboration across a wide range of contexts and collaborators.

They collaborate with their general education and other special education colleagues to create learning environments that meaningfully include individuals with gifts and talents, and that foster cultural understanding, safety and emotional wellbeing, positive social interactions, and active engagement. Additionally, beginning gifted educators use collaboration to facilitate differentiated assessment and instructional planning to advance learning of individuals with gifts and talents across a wide range of settings and different learning experiences. They routinely collaborate with other educators in developing mentorships, internships, and vocational programming experiences to address the needs of individuals with gifts and talents.

Gifted educators have long recognized the positive significance of the active involvement of individuals with gifts and talents and their families in the education process, and gifted educators involve individuals with gifts and talents and their families collaboratively in all aspects of the education of individuals with gifts and talents.

Glossary

General Curricula:
As used "general curricula," means the academic content of the general curricula including math, reading, English/language arts, science, social studies, and the arts.

Specialized Curricula:
As used "specialized curricula," means the content of specialized interventions or sets of interventions including but not limited to academic, strategic, communicative, social, emotional, and independent research curricula.

Special Education Services:
Special education services are personalized, i.e. individualized, services that appropriately credentialed gifted educators provide directly or indirectly to individuals with exceptionalities.

Individuals with Exceptionalities:
Individuals with exceptionalities include individuals with sensory, physical, emotional, social, cognitive differences, developmentally delays, exceptional gifts and talents; and individuals who are or have been abused or neglected; whose needs differ so as to require personalized special education services in addition to or in tandem with educational services available through general education programs and other human service delivery systems.

Instructional Strategies:
Instructional strategies as used throughout this document include interventions used in academic and specialized curricula.

Idaho Standards for Health Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Health Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands developmentally appropriate practices that engage students in health-enhancing behaviors.

2. The teacher knows strategies to help students develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors (National Health Education Standards, 2nd Edition-American Cancer Society)..

Performance

1. The teacher encourages students to incorporate positive health-enhancing behaviors inside and outside the school setting.

2. The teacher helps students learn and use personal and social behaviors that promote positive relationships (e.g., avoiding abusive relationships, using refusal skills, setting life goals, and making healthy decisions).

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands Elementary and Secondary methods for teaching health literacy to include the following content areas of health:; Alcohol, Tobacco, & Other Drugs; Nutrition & Physical Activity; Injury Prevention & Safety; Mental, Emotional & Social Health; Prevention & Control of Disease; Consumer & Community Health; Growth, Development & Family Life; and Environmental Health.

2. The teacher understands the following health risk behaviors: Tobacco, Alcohol, and Other Drug use; Sexually Transmitted Diseases (STDs), including sexual behaviors resulting in human immunodeficiency virus (HIV), and unplanned pregnancies; Poor Dietary Behaviors; Lack of or Excessive Physical Activity; and Behaviors resulting in Intentional Injury.

3. The teacher understands the relationship between health education content areas and youth risk behaviors.

4. The teacher understands how to implement Common Core State Standards for Literacy in Technical Subjects (Health) for grades 6-12.

5. The teacher understands Elementary and Secondary methods for teaching Health Skills to include: Analyzing Influences; Accessing Information; Interpersonal Communication; Decision Making; Goal Setting; Practicing Health Behaviors; and Advocacy.

Performance

1. The teacher instructs students about increasing health-enhancing behaviors, resulting in the reduction of health-risk behaviors.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher recognizes that student jargon and slang associated with high-risk behaviors is ever changing.

Performance

1. The teacher identifies and defines student jargon/slang associated with high-risk behaviors and translates this jargon/slang into terminology appropriate to the educational setting.

2. The teacher facilitates responsible decision making, goal setting, and alternatives to high-risk behaviors that enhance health.

3. The teacher creates a respectful and safe learning environment that is sensitive to controversial health issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher understands how positive evidence based community health values and practices play a role in the planning process.

2. The teacher understands how to access valid, appropriate health information and health-promoting products and services, as it relates to the planning process.

3. The teacher understands the influence of culture, media, technology, and other factors on health, as it relates to the planning process.

4. The teacher knows when and how to access valid health resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Performance

1. The teacher modifies instruction to reflect current health-related research and local health policies.

2. The teacher accesses valid, appropriate health information and health-promoting products and services.

3. The teacher analyzes the influence of culture, media, technology, and other factors on health and imbeds them in the planning process.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher knows the laws and codes specific to health education and health services to minors.

Performance

1. The teacher uses appropriate interventions following the identification, disclosure, or suspicion of student involvement in a high-risk behavior.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The teacher understands methods of advocating for personal, family, and community health (e.g., letters to editor, community service projects, health fairs, health races/walks).

Performance

1. The teacher advocates for a positive school culture toward health and health education. (http://www.shapeamerica.org/standards/health/)

Idaho Standards for Literacy Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Literacy Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

1. Demonstrate knowledge of developmental progressions for reading and writing and how these interface with assessment and instruction to meet diverse needs of students.

Standard 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

1. Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.

2. Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle to acquire literacy skills and strategies.

3. Provide students with linguistic, academic, and cultural experiences that link their communities with the school.

4. Adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to acquire literacy skills and strategies.

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

1. Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same.

2. Modify the arrangements to accommodate students' changing needs.

3. Create supportive social environments for all students, especially those who struggle to acquire literacy skills and strategies.

4. Create supportive environments where English learners are encouraged and given many opportunities to use English.

5. Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.

6. Create effective routines for all students, especially those who struggle to acquire literacy skills and strategies.

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

1. Interprets major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.

2. Analyzes classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests).

3. Reads and understands the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).

4. Demonstrates knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.

5. Demonstrates knowledge of variables of text complexity and use them in the analysis of classroom materials.

6. Demonstrates knowledge of literacy skills and strategies demanded for online reading, comprehension and research.

7. Demonstrates knowledge of the key concepts of literacy components and their interconnections as delineated in the Idaho Content Standards to include, but may not be limited to; Reading (Reading for Literature , Reading for Informational text, and Reading Foundational Skills) based on grade level appropriateness and developmental needs of student(s) being addressed, Writing, Speaking and Listening, and Language.

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Knowledge

1. Understands how literacy (reading and writing) occurs across all subject disciplines

Performance

1. Plans instruction addressing content area literacy according to local, state, and/or national standards.

2. Uses digital resources appropriately to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

3. Incorporates all aspects of literacy across content areas for instructional planning.

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

1. Demonstrate an understanding of the literature and research related to assessments and their uses and misuses.

2. Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.

3. Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).

4. Explain district and state assessment frameworks, proficiency standards, and student benchmarks.

5. Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.

6. Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention.

7. Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.

8. Demonstrate the ability to communicate results of assessments to teachers and parents.

Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

Performance

1. Demonstrate an understanding of the research and literature that undergirds literacy instruction for all pre-K–12 students including the range of text types recommended by the Idaho Content Standards.

2. Develop and implement the curriculum to meet the specific needs of students who struggle with reading literacy.

3. Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity.

4. Develop instruction anchored in the concepts of text complexity that is developmentally appropriate, with special attention to struggling literacy learners and diverse learners.

5. Develop instruction that includes rich and diverse experiences in digital environments to help all learners, especially struggling readers/writers, to be successful in New Literacies.

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

Performance

1. Selects and modifies instructional strategies, approaches, and routines based on professional literature and research.

2. Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.

3. As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.

4. Use a variety of grouping practices to meet the needs of all students, especially those who struggle with reading and writing.

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

Performance

1. Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians.

2. Demonstrate effective use of technology for improving student learning.

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards Performance

Performance

1. Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators.

2. Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.

3. Collaborate with others to build strong home-to-school and school-to-home literacy connections.

Idaho Standards for Mathematics Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Mathematics Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of mathematics and creates learning experiences that make these aspects of mathematics meaningful for learners.

Knowledge

1. The teacher knows a variety of problem-solving approaches for investigating and understanding mathematics.

2. The teacher understands concepts of algebra.

3. The teacher understands the major concepts of geometry (Euclidean and non- Euclidean) and trigonometry.

4. The teacher understands basic concepts of number theory and number systems.

5. The teacher understands concepts of measurement.

6. The teacher understands the concepts of limit, continuity, differentiation, integration, and the techniques and application of calculus.

7. The teacher understands the techniques and applications of statistics, data analysis, and probability (e.g., random variable and distribution functions).

8. The teacher knows how to effectively evaluate the legitimacy of alternative algorithms.

9. The teacher understands the historical and cultural significance of mathematics and the changing ways individuals learn, teach, and do mathematics.

Performance

1. The teacher incorporates the historical perspective and current development of mathematics in teaching students.

2. The teacher applies appropriate and correct mathematical concepts in creating learning experiences.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn mathematics and develop mathematical thinking, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher knows how to make use of students' mathematical development, knowledge, understandings, interests, and experiences.

2. The teacher knows how to plan learning activities that respect and value students' ideas, ways of thinking, and mathematical dispositions.

Performance

1. The teacher encourages students to make connections and develop a cohesive framework for mathematical ideas.

2. The teacher plans and delivers learning activities that respect and value students' ideas, ways of thinking, and promotes positive mathematical dispositions.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning mathematics and creates instructional opportunities that are adapted to learners with diverse needs.

Knowledge

1. The teacher knows how to create tasks at a variety of levels of mathematical development, knowledge, understanding, and experience.

Performance

1. The teacher assists students in learning sound and significant mathematics and in developing a positive disposition toward mathematics by adapting and changing activities as needed.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

1. The teacher knows how to formulate or access tasks that elicit students' use of mathematical reasoning and problem-solving strategies.

2. The teacher knows a variety of instructional strategies for investigating and understanding mathematics including problem-solving approaches.

3. The teacher understands the role of axiomatic systems and proofs in different branches of mathematics as it relates to reasoning and problem solving.

4. The teacher knows how to frame mathematical questions and conjectures.

5. The teacher knows how to make mathematical language meaningful to students.

6. The teacher understands inquiry-based learning in mathematics.

7. The teacher knows how to communicate concepts through the use of mathematical representations (e.g., symbolic, numeric, graphic, verbal, and concrete models).

8. The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, and statistical software)

Performance

1. The teacher formulates or accesses tasks that elicit students' use of mathematical reasoning and problem-solving strategies.

2. The teacher uses a variety of instructional strategies to support students in investigating and understanding mathematics, including problem-solving approaches.

3. The teacher uses and involves students in both formal proofs and intuitive, informal exploration.

4. The teacher uses a variety of instructional strategies to develop students' use of standard mathematical terms, notations, and symbols.

5. The teacher uses and encourages the students to use a variety of representations to communicate~~s~~ mathematically.

6. The teacher engages students in mathematical discourse by encouraging them to make conjectures, justify hypotheses and processes, and use appropriate mathematical representations.

7. The teacher uses and involves students in the appropriate use of technology to develop students' understanding (e.g., graphing calculators, dynamic geometry software, and statistical software).

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster mathematical inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge
1. The teacher knows and uses appropriate mathematical vocabulary/terminology.

Performance
1. The teacher encourages students to use appropriate mathematical vocabulary/terminology.

2. The teacher fosters mathematical discourse.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge
1. The teacher knows how to assess students' mathematical reasoning.

Performance
1. The teacher assesses students' mathematical reasoning.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Standard 11: Connections among Mathematical Ideas - The teacher understands significant connections among mathematical ideas and the application of those ideas within mathematics, as well as to other disciplines.

Knowledge

1. The teacher has a broad base of knowledge and understanding of mathematics beyond the level at which he or she teaches to include algebra, geometry and measurement, statistics and data analysis, and calculus.

2. The teacher understands the interconnectedness between strands of mathematics.

3. The teacher understands a variety of real-world applications of mathematics.

Performance

1. The teacher uses and encourages students to use mathematical applications to solve problems in realistic situations from other fields (e.g. natural science, social science, business, and engineering).

2. The teacher encourages students to identify connections between mathematical strands.

3. The teacher uses and encourages students to use mathematics to identify and describe patterns, relationships, concepts, processes, and real-life constructs.

Idaho Standards for Online Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the K-12 Online Teacher Standards are widely recognized, but not all-encompassing or absolute indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The characteristics of online instruction can be vastly different from teaching in traditional face-to-face environments. Online schools and programs serving K-12 students should be structured to support the unique needs of students and teachers in online environments. The Online Teacher Standards are aligned to the Idaho Core Teacher Standards. These standards reflect the principles of Universal Design related to technology. (Universal design is ``the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design'.)

* *This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Online Education - The online teacher understands the central concepts, tools of inquiry, and structures in online instruction and creates learning experiences that take advantage of the transformative potential in online learning environments.

Knowledge

1. The online teacher understands the current standards for best practices in online teaching and learning.

2. The online teacher understands the role of online teaching in preparing students for the global community of the future.

3. The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.

4. The online teacher understands the relationship between online education and other subject areas and real life situations.

5. The online teacher understands the relationship between online teaching and advancing technologies.

6. The online teacher understands appropriate uses of technologies to promote student learning and engagement with the content.

7. The online teacher understands the instructional delivery continuum. (e.g., fully online to blended to face-to-face).

Performance

1. The online teacher utilizes current standards for best practices in online teaching to identify appropriate instructional processes and strategies.

2. The online teacher demonstrates application of communication technologies for teaching and learning (e.g., Learning Management System [LMS], Content Management System [CMS], email, discussion, desktop video conferencing, and instant messaging tools).

3. The online teacher demonstrates application of emerging technologies for teaching and learning (e.g., blogs, wikis, content creation tools, mobile technologies, virtual worlds).

4. The online teacher demonstrates application of advanced troubleshooting skills (e.g., digital asset management, firewalls, web-based applications).

5. The online teacher demonstrates the use of design methods and standards in course/document creation and delivery.

6. The online teacher demonstrates knowledge of access, equity (digital divide) and safety concerns in online environments.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Performance

1. The online teacher understands the continuum of fully online to blended learning environments and creates unique opportunities and challenges for the learner (e.g., Synchronous and Asynchronous, Individual and Group Learning, Digital Communities).

2. The online teacher uses communication technologies to alter learning strategies and skills (e.g., media literacy, visual literacy).

3. The online teacher demonstrates knowledge of motivational theories and how they are applied to online learning environments.

4. The online teacher constructs learning experiences that take into account students' physical, social, emotional, moral, and cognitive development to influence learning and instructional decisions. {Physical (e.g., Repetitive Use Injuries, Back and Neck Strain); Sensory Development (e.g., Hearing, Vision, Computer Vision Syndrome, Ocular Lock); Conceptions of social space (e.g. Identity Formation, Community Formation, Autonomy); Emotional (e.g., Isolation, cyber-bullying); Moral (i.e., Enigmatic communities, Disinhibition effect, Cognitive, Creativity)}.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

Knowledge

1. The online teacher is familiar with legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act and Section 508 requirements for accessibility.

Performance

1. The online teacher knows how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.

2. The online teacher modifies, customizes and/or personalizes activities to address diverse learning styles, working strategies and abilities (e.g., provide multiple paths to learning objectives, differentiate instruction, strategies for non-native English speakers).

3. The online teacher coordinates learning experiences with adult professionals (e.g., parents, local school contacts, mentors).

Standard 4: Multiple Instructional Strategies - The online teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

1. The online teacher understands the techniques and applications of various online instructional strategies (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).

2. The online teacher understands appropriate uses of learning and/or content management systems for student learning.

Performance

1. The online teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs. (e.g., online teacher-gathered data and student offered feedback).

2. The online teacher uses student-centered instructional strategies to engage students in learning. (e.g., Peer-based learning, peer coaching, authentic learning experiences, inquiry-based activities, structured but flexible learning environment, collaborative learning, discussion groups, self-directed learning, case studies, small group work, collaborative learning, and guided design)

3. The online teacher uses a variety of instructional tools and resources to enhance learning (e.g., LMS/CMS, computer directed and computer assisted software, digital age media).

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Performance

1. The online teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school or program as a whole (e.g., digital etiquette, Internet safety, Acceptable Use Policy [AUP]).

2. The online teacher performs management tasks (e.g., tracks student enrollments, communication logs, attendance records, etc.).

3. The online teacher uses effective time management strategies (e.g., timely and consistent feedback, provides course materials in a timely manner, use online tool functionality to improve instructional efficiency).

Standard 6: Communication Skills, Networking, and Community Building - The online teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

1. The online teacher knows the importance of verbal (synchronous) as well as nonverbal (asynchronous) communication.

Performance

1. The online teacher is a thoughtful and responsive communicator.

2. The online teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking (e.g., discussion board facilitation, personal communications, and web conferencing).

3. The online teacher demonstrates the ability to communicate effectively using a variety of mediums.

4. The online teacher adjusts communication in response to cultural differences (e.g., wait time and authority).

Standard 7: Instructional Planning Skills - The online teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Performance

1. The online teacher clearly communicates to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.

2. The online teacher maintains accuracy and currency of course content, incorporates internet resources into course content, and extends lesson activities.

3. The online teacher designs and develops subject-specific online content.

4. The online teacher uses multiple forms of media to design course content.

5. The online teacher designs course content to facilitate interaction and discussion.

6. The online teacher designs course content that complies with intellectual property rights and fair use standards.

Standard 8: Assessment of Student Learning - The online teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Performance

1. The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, online teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, tests written in primary language, and authentic assessments) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.

2. The online teacher enlists multiple strategies for ensuring security of online student assessments and assessment data.

Standard 9: Professional Commitment and Responsibility - The online teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of online teaching.

Knowledge

1. The online teacher understands the need for professional activity and collaboration beyond school (e.g., professional learning communities).

2. The online teacher knows how educational standards and curriculum align with 21st century skills.

Performance

1. The online teacher adheres to local, state, and federal laws and policies (e.g., FERPA, AUP's).

2. The online teacher has participated in an online course and applies experiences as an online student to develop and implement successful strategies for online teaching environments.

3. The online teacher demonstrates alignment of educational standards and curriculum with 21st century technology skills.

Standard 10: Partnerships - The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and wellbeing.

Idaho Standards for Physical Education Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Physical Education Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performance

1. The teacher assesses the skillful movement, physical activity, and exercise and fitness levels of students; designs developmentally appropriate instruction; and extends learning through collaboration with communities, colleagues, families and other professionals.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performance

1. The teacher provides opportunities that incorporate individual differences (e.g., various physical abilities and limitations, culture, and gender) in skillful movement, physical activity, exercise and fitness to help students gain physical competence and confidence.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher knows how to help students cultivate responsible personal and social behaviors that promote positive relationships and a productive environment in physical education and physical activity settings.

2. The teacher knows how to engage students in learning about the use of technology operations, concepts, and applications pertinent to healthy active lifestyles (e.g., heart rate monitors, pedometers, global positioning systems, computer software, social media).

3. The teacher understands principles of effective management in indoor and outdoor physical education and physical activity settings.

Performance

1. The teacher implements strategies and activities to promote positive peer relationships (e.g., caring, mutual respect, support, safety, sportsmanship, and cooperation).

2. The teacher uses strategies to motivate students to participate in physical activity inside and outside the school setting.

3. The teacher utilizes principles of effective management in indoor and outdoor physical education and physical activity settings.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher understands the relationship between skillful movement, physical activity, exercise, fitness, health outcomes, well-being and quality of life.

2. The teacher understands that daily physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

3. The teacher understands the scientific foundation of physical activity (e.g., motor behavior and development, human anatomy and physiology, exercise physiology, bio-mechanics, psychosocial aspects of physical activity).

4. The teacher knows the appropriate rules, etiquette, instructional cues, tactics (skills and

strategies) and techniques for a variety of physical education activities (e.g., aquatics, sports, games, lifetime activities, dance, rhythmical activities, and outdoor/adventure activities).

5. The teacher understands cultural, historical, and philosophical dimensions of physical education and physical activity.

Performance*

1. The teacher instructs students about the relationship between skillful movement, physical activity, fitness, health outcomes, well-being and quality of life.

2. The teacher instructs students in the rules, tactics, (skills, and strategies) and techniques of a variety of physical activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).

3. The teacher instructs students in the scientific foundation of physical activity (e.g., motor behavior and development, human anatomy and physiology, exercise philosophy, biomechanics, psychosocial aspects of physical activity).

4. The teacher fosters student reflection regarding cultural, historical and philosophical dimension of physical education and physical activity.

5. The teacher demonstrates improvement and maintains a health enhancing level of physical fitness and physical activity throughout the program.

6. The teacher facilitates technical demonstration and effective performance (tactics and techniques), in a variety of physical education activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).

* Without discrimination against those with disabilities, physical education teacher candidates with special needs are allowed and encouraged to utilize a variety of accommodations and/or modifications to demonstrate competent performance concepts (modified/adapted equipment, augmented communication devices, multi-media devices) and fitness (weight training programs, exercise logs).

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. The teacher understands appropriate assessment protocols sensitive to student needs.

Performance

1. The teacher demonstrates appropriate assessment protocols sensitive to student needs.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher knows a variety of management routines (e.g., time transitions, environment, students/staff, equipment) and instructional strategies to maximize physical education activity time and student success.

2. The teacher knows how to expand the curriculum utilizing a variety of offerings, through the use of family engagement, school activities, and community resources (e.g., family fitness night, parks, golf courses, climbing walls, multi-use facility agreements, and service organizations).

Performance

1. The teacher applies a variety of management routines (e.g., time, transitions, environment, students/staff, equipment) and curricular/ instructional strategies to maximize physical education activity and student success.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The teacher knows multiple curricular/instructional models (e.g., sport education, teaching personal and social responsibility, outdoor education, peer teaching, fitness and wellness education, teaching games for understanding, adventure education, movement education)

Performance

1. The teacher utilizes multiple curricular/instructional models (e.g., sport education, teaching personal and social responsibility, outdoor education, peer teaching, fitness and wellness education, teaching games for understanding, adventure education, movement education)

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher knows how one's own personal skillful movement, physical activity, exercise, and fitness competence and understands its impact on teaching and student motivation.

Performance

1. The teacher reflects on one's own personal skillful movement, physical activity, exercise, and fitness competence and its impact on teaching and student motivation.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The teacher knows how to promote and advocate for healthy active schools involving physical education, physical activity before, during, and after the school day, and staff, family and community involvement.

2. The teacher knows how to promote and advocate for physical education and physical activity to students, staff, administrators, parents, school boards and community partners.

Performance

1. The teacher demonstrates a variety of strategies to promote and advocate for healthy active schools.

Standard #11: Safety - The teacher provides a safe physical education learning environment.

Knowledge

1. The teacher understands the inherent risks involved in physical activity.

2. The teacher recognizes safety considerations when planning and providing instruction.

3. The teacher recognizes factors that influence safety in physical activity settings (e.g., skill, fitness, developmental level of students, equipment, attire, facilities, travel, and weather).

4. The teacher recognizes the level of supervision required for the health and safety of students in all locations (e.g., teaching areas, locker rooms, off-campus).

5. The teacher understands school policies regarding the emergency action plan, student injury medical treatment, and transportation.

6. The teacher understands the appropriate steps when responding to safety situations.

7. The teacher knows cardiopulmonary resuscitation (CPR) and first aid.

Performance

1. The teacher documents safety issues when planning and implementing instruction to

ensure a safe learning environment.

2. The teacher informs students of the risks associated with physical activity.

3. The teacher instructs students in appropriate safety procedures for physical activity and corrects inappropriate actions.

4. The teacher identifies and corrects potential hazards in physical education and physical activity facilities and equipment.

5. The teacher maintains CPR and first aid certification.

Glossary

Exercise – A subcategory of physical activity that is planned, structured, repetitive, and purposive in the sense that the improvement or maintenance of one of more components of physical fitness is the objective. "Exercise" and "exercise training" frequently are used interchangeably and generally refer to physical activity performed during leisure time with the primary purpose of improving or maintaining physical fitness, physical performance, or health.*

Health – A human condition with physical, social and psychological dimensions, each characterized on a continuum with positive and negative poles. Positive health is associated with a capacity to enjoy life and to withstand challenges; it is not merely the absence of disease. Negative health is associated with illness, and in the extreme, with premature death.*

Health-Enhancing Physical Activity – Activity that, when added to baseline activity, produces health benefits. Brisk walking, jumping rope, dancing, playing tennis or soccer, lifting weights, climbing on playground equipment at recess, and doing yoga are all examples of health-enhancing physical activity. *

Health-Related Fitness – A type of physical fitness that includes cardiorespiratory fitness, muscular strength and endurance, body composition, flexibility, and balance.*

Moderate-Intensity Physical Activity – On an absolute scale, physical activity that is done at 3.0 to 5.9 times the intensity of rest. On a scale relative to an individual's personal capacity, moderate-intensity physical activity is usually a 5 or 6 on a scale of 0 to 10.*

Performance-Related Fitness – Those attributes that significantly contribute to athletic performance, including aerobic endurance or power, muscle strength and power, speed of movement, and reaction time.*

Physical Activity – Any bodily movement produced by the contraction of skeletal muscle that increases energy expenditure above a basal level. In these Guidelines, physical activity generally refers to the subset of physical activity that enhances health.*

Physical Fitness – The ability to carry out daily tasks with vigor and alertness, without undue fatigue, and with ample energy to enjoy leisure-time pursuits and respond to emergencies. Physical fitness includes a number of components consisting of cardiorespiratory endurance (aerobic power), skeletal muscle endurance, skeletal muscle strength, skeletal muscle power, flexibility, balance, speed of movement, reaction time, and body composition.*

Skillful Movement – An efficient, coordinated, fluent and aesthetic goal-directed voluntary performance that consists of specific body and/or limb behaviors that have physiological and biomechanical components.

Vigorous-Intensity Physical Activity – On an absolute scale, physical activity that is done at 6.0 or more times the intensity of rest. On a scale relative to an individual's personal capacity, vigorous-intensity physical activity is usually a 7 or 8 on a scale of 0 to 10.*

* Definitions quoted from the U.S. Department of Health and Human Services 2008 Physical Activity Guidelines for Americans at www.health.gov/paguidelines.

Pre-Service Technology Standards

All teacher candidates are expected to meet the Idaho Core Teacher Standards as well as the pre-service technology standards. Each candidate shall also meet the Foundation and Enhancement standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the pre-service technology standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards and competencies. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the competencies. These competencies reflect the principles of Universal Design related to technology. (Universal design is defined as: the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design)

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions in which pre-service teachers design, develop, and evaluate technology-based learning experiences and assessments to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the National Educational Technology Standards (NETS)•for Teachers.

* *This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, types of and uses of technology and creates learning experiences that make technology meaningful for learners.

Knowledge

1. Awareness of use types and usage of technology tools (i.e., 21st Century Skills; hardware; software; web-based; mobile technology).

2. Pre-service teachers understand the central concepts of technology and current standards for best practice in preparing students for the global community of the future.

3. Pre-service teachers understand how students learn and develop, and provide opportunities that support their intellectual, social, and personal development.

4. Promoting designs that engage all students of all abilities is sometimes referred to as promoting "Universal Design".

5. Pre-service teachers understand how students differ in their approaches to learning and how to adapt for learners with diverse needs.

6. Pre-service teachers understand how students use collaborative tools to reflect on and clarify their own thinking, planning, and creativity.

7. Pre-service teachers understand the legal and ethical use of digital information and technology, including digital etiquette and responsible social interactions.

8. Pre-service teachers understand how to use and interpret formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

9. Pre-service teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community.

10. Pre-service teachers understand the importance of reflective practice.

11. Pre-service teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

12. Pre-service teachers understand how technology supports cultural diversity and collaboration.

Target: Knowledge competency test through a basic skills test (i.e., Cbest or PPST I for Technology Basic Competency Skills)

Performance

1. All performance indicators included with individual standards.

Note: These links provide some examples of artifacts collected in current intro to edtech and teacher pre- service programs. However, they do not necessarily demonstrate the level of exposure and knowledge we would expect of future teachers.

1. https://sites.google.com/a/boisestate.edu/barbara-schroeder/Home
2. http://lesson.taskstream.com/lessonbuilder/v.asp?LID=uffph8erc0hfzozu
3. https://sites.google.com/a/u.boisestate.edu/browning-portfolio/home
4. https://sites.google.com/a/u.boisestate.edu/sylvia-portfolio/

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Performance

1. Pre-service teachers customize and personalize learning activities with technology that include accessible instructional materials and technologies to support the learning styles, work strategies, abilities, and developmental levels of all students.

Suggested Artifact(s)

- Lesson plan or unit development
- *Target: Practicum where lesson/unit is implemented and evaluated.*

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that support their intellectual, social and personal development.

Performance

1. Pre-service teachers create digital-age media and formats ensuring equal access for people of all capabilities.

2. Pre-service teachers address the diverse needs of all students by using learner-centered strategies and providing equitable access to appropriate digital tools and resources including hardware, accessible instructional materials, and online resources.

Suggested Artifact(s)

- Development of digital materials using principles of Universal Design for Learning.
- Demonstration of knowledge through product development.
- "Accessibility Features on My Computer" discussion forum.
- Virtual practicum demonstrating learner-centered strategies (i.e., Second Life).
- Assistive Technology blog post.
- Accessibility resource list.
- *Target: Practicum where lesson/unit is implemented and evaluated.*

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Performance

1. Pre-service teachers model and facilitate effective use of current and emerging digital tools, to locate, analyze, evaluate, and use information resources which will aid in the dissemination of content and support individual learning strategies.

2. Pre-service teachers promote student learning and creativity by creating learning experiences that include students' use of technology tools to research and collect information online and to create a report, presentation, or other products.

3. Pre-service teachers use technology to promote student reflection to clarify their own critical thinking, planning, and creativity.

4. Pre-service teachers understand and use a variety of instructional strategies and communication techniques to develop students' critical thinking, problem solving, and performance skills.

Suggested Artifact(s)

- Web site or Internet WebQuest.
- *Target: Practicum where lesson/unit is implemented and evaluated.*

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation in a digital age.

Performance

1. Pre-service selects and demonstrates the use of technology resources that enables students to explore questions and issues of individual interest and to plan, manage, and assess their own learning.

2. Pre-service teachers develop technology enriched learning that enables all students to pursue their individual curiosities and become active participants in learning.

3. Pre-service teachers engage students in researching real-world problems and issues and evaluating diverse solutions using digital tools and resources.

Suggested Artifact(s)

- Create a WebQuest
- *Target: Pre-service collects and shares student created artifacts that demonstrate learning with technology using individual initiative and interest.*

Standard 6: Communication Skills - The teacher uses a variety of digital communication tools and strategies to foster inquiry, collaboration and supportive interaction in and beyond the classroom.

Performance

1. Pre-service teachers communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media (i.e. asynchronous and synchronous tools).

2. Pre-service teachers promote and model digital etiquette and responsible social interactions.

Suggested Artifact(s)

- Web site or web page communicating information about their lesson or course.
- Email communications.
- Online communications using digital tools like Web conferencing, chat or Skype.
- Letter to parents created using word processing technology.
- Set of rules developed through consensus using digital collaboration tools.
- Demonstrated participation in a social work (i.e., join a network, participate, take a screenshot of participation and share).
- *Target: Evidence of asynchronous and synchronous communications with peers, parents and students.*

Standard 7: Instructional Planning Skills - The teacher plans, prepares instruction, and integrates technology into instructional planning based upon knowledge of subject matter, students, the community, and curriculum goals.

Performance

1. Pre-service teachers plan and prepare instruction utilizing a variety of technology tools.

2. Pre-service teachers demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.

Suggested Artifact(s)

- Sample lesson plan that demonstrates how technology can be integrated into content area instruction (see *Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators*, 2008 - Chapter 11, Guiding Pre-service Teachers in TPCK).
- Demonstrated use of emerging or innovative technology for learning.
- Research emerging (not widely available) technology and analyze its potential impact on and implementation in the classroom.
- *Target: Practicum where lesson/unit integrating technology into instruction is implemented, observed (live or digitally recorded) and evaluated.*

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Performance

1. Pre-service teachers assess student's use of technology.

2. Pre-service teachers use technology to formally and informally assess student learning (i.e. polling, proctored test, ISAT).

3. Pre-service teachers use technology to gather and interpret assessment data to inform teaching practice and program effectiveness.

Suggested Artifact(s)

- Sample of student work assessed by candidate (i.e., Rubric created with Rubistar (or other electronic rubric creation tool).
- Electronic quiz.
- Poll created in Web Conferencing tool.
- Poll conducted using clickers.
- Electronic gradebook (spreadsheet), run basic statistics, interpretation of the data.
- *Target: Pretest, lesson, post-test, analysis, interpretation, and lesson revision based on data.*

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching, including the ethical, legal and responsible use of technology.

Performance

1. Pre-service teachers evaluate and reflect on current technology for learning research and professional practice to inform teaching practice.

2. Pre-service teachers promote the effective use of digital tools and resources.

3. Pre-service teachers promote and model digital citizenship and responsibility (i.e., digital literacy, information literacy, copyright, privacy, legal)

4. Pre-service teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, analysis, creativity, and innovation in both face- to-face and virtual environments.

5. Pre-service teachers advocate and teach safe, legal, and ethical use of digital information and technology modeling acceptable use policies including respect for copyright, intellectual property, the appropriate documentation of sources, and strategies for addressing threats to security of technology systems, data, and information.

Suggested Artifact(s)

- Join a network devoted to technology using teachers like classroom 2.0
- Be an active member of a professional learning network
- Offer an Internet Ethics Resource for community members
- Write a letter convincing the school board to remove blocks from Internet usage at your school
- Role play scenario for social networking arguing for and against advantages/disadvantages
- View a school's acceptable use policy - demonstrate understanding
- *Target: Practicum where lesson/unit is implemented and evaluated*

Standard 10: Community and Partnerships - The teacher interacts in an innovative professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. Models digital-age work and exhibits knowledge, skills, and abilities that are representative of a global and digital society.

Performance

1. Pre-service teachers collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation by sharing information and supporting creativity, innovation, and improved learning outcomes.

2. Pre-service teachers *promote opportunities for students of all capabilities* to engage with other students, colleagues, and community members in either face-to-face or virtual environments (i.e., collaborative knowledge construction, participatory culture).

3. Pre-service teachers participate in and use local and global learning communities to explore creative applications of technology to improve student learning.

4. Pre-service teachers provide opportunities for students to apply communications technology resources to interact with students or experts from other communities and other countries.

Suggested Artifact(s)

- Be an active member of a professional learning network
- Create own network for learning or join with other classrooms (i.e., epal; iearn; globalschool.net; jason project; go north; NASA)
- Develop lesson that uses one of the social networks
- Use web conferencing to view a class using technology in action; create a list of items you want to integrate into teaching; reflect and incorporate practices learned into teaching
- Offer an Internet Ethics Resource for community members
- *Target: Practicum where lesson/unit integrating community and partnership is implemented and evaluated*

Idaho Foundation Standards for Professional-Technical Teachers

In addition to the standards listed here, professional-technical teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Agricultural Science and Technology Teachers, (2) Idaho Standards for Business Technology Teachers, (3) Idaho Standards for Family and Consumer Sciences Teachers, (4) Idaho Standards for Marketing Technology Teachers, or (5) Idaho Standards for Technology Education Teachers. Occupationally-certified teachers must meet these foundation standards for Professional-Technical teachers.

The following knowledge and performance statements for the professional-technical teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught, and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher understands basic technological principles, processes, and skills such as design and problem solving, team decision making, information gathering, and safety.

2. The teacher understands how basic academic skills and advanced technology can be integrated into an occupational learning environment.

3. The teacher understands industry logistics, technical terminologies, and procedures for the occupational area.

4. The teacher understands industry trends and labor market needs.

5. The teacher understands workplace leadership models.

6. The teacher understands the philosophical principles and the practices of professional-technical education.

7. The teacher understands the importance of student leadership qualities in technical program areas.

Performance

1. The teacher maintains current technical skills and seeks continual improvement.

2. The teacher demonstrates specific occupational skills necessary for employment.

3. The teacher uses current terminology, industry logistics, and procedures for the occupational area.

4. The teacher incorporates and promotes leadership skills in state-approved Professional-Technical Student Organizations (PTSO).

5. The teacher writes and evaluates occupational objectives and competencies.

6. The teacher uses a variety of technical instructional resources.

7. The teacher assesses the occupational needs of the community.

8. The teacher facilitates experiences designed to develop skills for successful employment.

9. The teacher informs students about opportunities to develop employment skills (e.g., work-study programs, internships, volunteer work, and employment opportunities).

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The teacher understands the entry-level skills in the occupation.

2. The teacher understands workplace culture and ethics.

3. The teacher understands how to provide students with realistic occupational and/or work experiences.

4. The teacher knows how to use education professionals, trade professionals, and research to enhance student understanding of processes, knowledge, and safety.

5. The teacher understands how occupational trends and issues affect the workplace.

6. The teacher understands how to integrate academic skills into technical content areas.

7. The teacher understands the role of innovation and entrepreneurship in the workplace.

8. The teacher understands integration of leadership training, community involvement, and personal growth into instructional strategies.

Performance

1. The teacher models appropriate workplace practices and ethics.

2. The teacher discusses state guidelines to aid students in understanding the trends and issues of an occupation.

3. The teacher integrates academic skills appropriate for each occupational area.

4. The teacher uses simulated and/or authentic occupational applications of course content.

5. The teacher uses experts from business, industry, and government as appropriate for the content area.

6. The teacher develops a scope and sequence of instruction related to the students' prior knowledge and that aligns with articulation requirements and course competencies.

7. The teacher integrates instructional strategies and techniques that accommodate prior student knowledge.

8. The teacher discusses innovation and the entrepreneurial role in the workforce and incorporates them where possible.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

1. The teacher recognizes the scope and sequence of content and PTSOs across secondary and postsecondary technical curricula.

2. The teacher knows how to identify community and industry expectations and access resources.

Performance

1. The teacher designs instruction that aligns with secondary and postsecondary curricula that develops technical competencies.

2. The teacher designs instruction to meet community and industry expectations.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. The teacher knows how to use information about a student's progress, including assessments, to evaluate work-readiness.

2. The teacher knows how to conduct a follow-up survey of graduates and how to use the information to modify curriculum and make program improvement.

3. The teacher understands how evaluation connects to instruction.

Performance

1. The teacher writes and evaluates occupational goals, objectives, and competencies.

2. The teacher develops clear learning objectives and creates and integrates appropriate assessment tools to measure student learning.

3. The teacher modifies the curriculum, instruction, and the program based on student progress and follow-up data from recent graduates and employers.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continually engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher understands the value and impact of having a professional development plan.

2. The teacher understands how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry.

Performance

1. The teacher collaborates with an administrator to create a professional development plan.

2. The teacher evaluates and reflects on his or her own level of professionalism as an educator and as a representative of his or her industry.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher knows the contributions of advisory committees.

2. The teacher understands the importance of using the employment community to validate occupational skills.

3. The teacher understands how to effect change in professional-technical education and in the occupational area taught.

4. The teacher knows about professional organizations within the occupational area.

5. The teacher knows how to cooperatively develop articulation agreements between secondary and postsecondary programs.

6. The teacher understands the structure of state-approved PTSOs.

7. The teacher understands the ideas, opinions, and perceptions of business and industry.

Performance

1. The teacher establishes and uses advisory committees for program development and improvement.

2. The teacher cooperates with educators in other content areas to develop appropriate instructional strategies and to integrate learning.

3. The teacher interacts with business, industry, labor, government, and the community to build effective partnerships.

4. The teacher participates in appropriate professional organizations.

5. The teacher cooperatively constructs articulation agreements.

6. The teacher incorporates an active state-approved PTSO in his or her program.

7. The teacher understands the role of PTSOs as an integral part of the total professional-technical education program.

Standard 11: Learning Environment - The teacher creates and manages a safe and productive learning environment.

Knowledge

1. The teacher understands how to dispose of waste materials.

2. The teacher understands how to care for, inventory, and maintain materials and equipment.

3. The teacher understands safety contracts and operation procedures.

4. The teacher understands legal safety issues related to the program area.

5. The teacher understands safety requirements necessary to conduct laboratory and field activities.

6. The teacher understands time and organizational skills in laboratory management.

7. The teacher is aware of safety regulations at school and work sites.

8. The teacher understands how to incorporate PTSOs as intracurricular learning experiences.

Performance

1. The teacher ensures that facilities, materials, and equipment are safe to use.

2. The teacher instructs and models safety procedures and documents safety instruction, and updates each according to industry standards.

3. The teacher demonstrates effective management skills in the classroom and laboratory environments.

4. The teacher models and reinforces effective work and safety habits.

5. The teacher incorporates PTSOs as intra-curricular learning experiences.

Standard 12: Workplace Preparation - The teacher prepares students to meet the ~~competing~~ demands and responsibilities of the workplace.

Knowledge

1. The teacher understands workplace employability skills and related issues.

2. The teacher understands the issues of balancing work and personal responsibilities.

3. The teacher understands how to promote career awareness.

Performance

1. The teacher designs instruction that addresses employability skills and related workplace issues.

2. The teacher discusses how to balance demands between work and personal responsibilities.

3. The teacher provides opportunities for career awareness and exploration.

Idaho Standards for Agricultural Science and Technology Teachers

In addition to the standards listed here, agricultural science and technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the agricultural science and technology teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher understands biological, physical, and applied sciences relative to practical solutions for the agricultural industry.

2. The teacher knows about production agriculture.

3. The teacher knows plant and animal science, agricultural business management, and agricultural mechanics, as well as computer and other technology related to these areas.

4. The teacher understands and has experience in one or more of the following specialized occupational areas:
   a. Agricultural production and marketing
   b. Agricultural equipment and supplies c. Agriculture product processing
   d. Ornamental horticulture and turf grass management (e.g. floriculture, greenhouse management)
   e. Agricultural business planning and analysis
   f. Natural resource management
   g. Environmental science
   h. Forestry
   i. Small animal production and care

5. The teacher understands how to advise, oversee and operate a local FFA chapter and how it relates to the Idaho State and National FFA organizations.

6. The teacher understands how to organize and implement supervised agricultural experience programs including but not limited to working with parents, students, adults, and employers.

7. The teacher is familiar with the administrative duties related to being a secondary agriculture teacher (e.g., extended contract, state reporting procedures, FFA, and SAE).

Performance

1. The teacher applies natural and physical science principles to practical solutions.

2. The teacher discusses production agriculture.

3. The teacher discusses and demonstrates, as appropriate, content and best practices of plant and animal science; agricultural business management; and agricultural mechanics; and integrates computer and other technology related to these areas.

4. The teacher advises, oversees and operates a local FFA chapter in relationship to the Idaho State and National FFA organizations.

5. The teacher organizes and implements supervised agricultural experience programs including but not limited to working with parents, students, adults and employers.

6. The teacher observes administrative duties related to being a secondary agriculture teacher (e.g., extended contract, state reporting procedures, FFA, and SAE).

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Business Technology Teachers

In addition to the standards listed here, business technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the business technology teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher possesses a foundational level of knowledge about a broad range of business subjects, for example, accounting, business law, communications, economics, information systems, international business, management, marketing, and office administration.

2. The teacher possesses knowledge in areas related to business, career education, entrepreneurship, interrelationships in business, mathematics, and personal finance.

3. The teacher possesses knowledge of appropriate technology.

4. The teacher understands how to advise, oversee and operate a local Business Professionals of America (BPA) chapter and how it relates to the Idaho State and National BPA organizations.

Performance

1. The teacher demonstrates industry-standard skill levels required by the endorsement, for example, in accounting, business technology and office procedures.

2. The teacher effectively delivers business and business technology content at the junior high, middle school, and/or secondary levels.

3. The teacher demonstrates the efficient use of technology to accomplish tasks related to business and industry.

4. The teacher integrates BPA through intracurricular approaches in the business program of study.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Family and Consumer Sciences Teachers

In addition to the standards listed here, family and consumer sciences teachers must meet the Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the family and consumer sciences teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher understands the significance of family and its impact on the well-being of children, adults, and society and the multiple life roles and responsibilities in family, career, and community settings.

2. Teacher understands the impact of families' multiple roles within the home, workplace and community.

3. The teacher knows of community agencies and organizations that provide assistance to individuals and families.

4. The teacher understands how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.

5. The teacher understands the roles and responsibilities of parenting and factors that affect human growth and development across the life span.

6. The teacher understands the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, cultural and economic needs of individuals, families, and industry; along with practices to encourage wellness for life.

7. The teacher understands the design, selection, and care of textiles and apparel products.

8. The teacher understands housing, design, furnishings, technology, and equipment needs for individuals, families, and industry.

9. The teacher understands consumer economic issues and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.

10. The teacher understands resource conservation and environmental issues in relation to family and community health.

11. The teacher understands the nature of the profession and knows of careers related to family and consumer sciences.

12. The teacher understands how social media can influence communication and outcomes between individuals, family members, and community connections.

13. The teacher understands how to incorporate Family, Career and Community Leaders of America (FCCLA) as intra-curricular learning experiences.

Performance

1. The teacher demonstrates a command of instructional methodology in the delivery of family and consumer sciences content at the middle and secondary school levels.

2. The teacher integrates Family, Career and Community Leaders of America, FCCLA into family and consumer sciences instruction.

3. The teacher validates the significance of family and its impact on the well-being of children, adults, individuals and society and the multiple life roles and responsibilities in family, work career, and community settings.

4. The teacher selects and creates learning experiences that include the impact of families' multiple roles within the home, workplace and community.

5. The teacher knows of community agencies and organizations that provide assistance to individuals and families.

6. The teacher selects and creates learning experiences that include how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.

7. The teacher promotes the roles and responsibilities of parenting and factors that affect human growth and development across the life span.

8. The teacher incorporates the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, and cultural and economic needs of individuals, and families, and industry; along with practices to encourage wellness for life.

9. The teacher demonstrates the design, selection, and care of textiles and apparel products.

10. The teacher demonstrates housing, design, furnishings, technology, and equipment needs for individuals, and families, and industry.

11. The teacher integrates consumer economic issues about and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.

12. The teacher integrates resource conservation and environmental issues in relation to family and community health.

13. The teacher maintains an awareness of the nature of the profession and knows of careers related to family and consumer sciences.

14. The teacher selects and creates learning experiences on how social media can influence communication and outcomes between individuals, family members, and community connections.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, physical, emotional and moral development.

Performance

1. The teacher develops lessons which focus on progressions and ranges of individual variation within intellectual, social, physical, emotional and moral development and their interrelationships.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands individual and group motivation and behavior and creates a student centered learning environment that encourages positive social interaction, active engagement in learning, exploration of adaptive solutions, and self-motivation.

Performance

1. The teacher promotes individual and group motivation and behavior and creates a student centered learning environment that encourages positive social interaction, active engagement in learning, exploration of adaptive solutions, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher understands how to apply knowledge about the current subject matter, learning theory, instructional strategies, curriculum development, evaluation, and child and adolescent development to meet curriculum goals using family and consumer sciences national standards and other resources.

2. The teacher understands how program alignment across grade levels and disciplines maximizes learning.

Performance

1. The teacher maximizes such elements as instructional materials; individual student interests, needs, and aptitudes; technology and community resources in planning instruction that creates an effective bridge between curriculum goals and students learning.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. The teacher understands formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Performance

1. The teacher uses and interprets formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher understands how to research and select relevant professional development aligned to curriculum and industry standards.

Performance

1. The teacher participates in continual relevant professional development in order to stay current in content areas.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Marketing Technology Teachers

In addition to the standards listed here, marketing technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the marketing technology teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher possesses a foundational level of knowledge about a broad range of business subjects for example, accounting, business law, communications, economics, information systems, international business, management, marketing, merchandising, and retailing.

2. The teacher possesses knowledge in areas related to marketing, for example, business technology, career education, entrepreneurship, mathematics, personal finance, and interrelationships in business.

3. The teacher possesses knowledge of appropriate technology.

4. The teacher understands how to advise, oversee, and operate a local DECA/Collegiate DECA professional-technical student organization as a part of the state and national organization, and its intra-curricular role in marketing education.

Performance

1. The teacher demonstrates industry-standard skill levels required by the endorsement, for example accounting, advertising, coordination techniques, and promotions.

2. The teacher effectively delivers marketing content at the junior high, middle school and/or

high school levels.

3. The teacher demonstrates the efficient use of technology to accomplish tasks related to business and industry.

4. The teacher embeds DECA/Collegiate DECA activities and curriculum through an intracurricular approach within the marketing program of study.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Standard 11: Learning Environment - The teacher creates and manages a safe and productive learning environment.

Standard 12: Workplace Preparation - The teacher prepares students to meet the competing demands and responsibilities of the workplace.

Idaho Standards for Technology Education Teachers

In addition to the standards listed here, technology education teachers must meet Idaho Core Teacher
Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the technology education teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher has a basic understanding of contemporary communications; manufacturing; power, energy, and transportation; construction; electronics; computer systems; and other relevant emerging technologies.

2. The teacher understands the operation and features of a computer-aided design and computer-aided manufacturing systems.

3. The teacher understands the principles and concepts of engineering design, technology and the associated mathematics and science concepts.

4. The teacher knows the classical and contemporary elements, principles, and processes of structural systems.

5. The teacher understands industry logistics, technical terminologies and procedures for the technology occupational area.

6. The teacher understands the importance of team dynamics and the project management

process when working in the technology occupational areas.

Performance

1. The teacher demonstrates the basic skills that support the fields of communications; manufacturing; power, energy, and transportation; construction; electronics; computer technology and other relevant emerging technologies.

2. The teacher demonstrates how to install, maintain, and troubleshoot computers and peripheral equipment, telecommunications equipment, and other related technology applications.

3. The teacher demonstrates architectural and mechanical drafting and developmental skills.

4. The teacher demonstrates the various phases of the engineering design process.

5. The teacher creates opportunities for students to work collaboratively in teams and practice the project management processes related to the technology occupational areas.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Foundation Standards for Science Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Science Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

In addition to the standards listed here, science teachers must meet Idaho Core Teacher Standards and at least one of the following: (1) Idaho Standards for Biology Teachers, (2) Idaho Standards for Chemistry Teachers, (3) Idaho Standards for Earth and Space Science Teachers, (4) Idaho Standards for Natural Science Teachers, (5) Idaho Standards for Physical Science Teachers, or (6) Idaho Standards for Physics Teachers.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows the history and nature of science and scientific theories.

2. The teacher understands the science content with in the context of the Idaho Science Content Standards within their appropriate certification.

3. The teacher understands the concepts of form and function.

4. The teacher understands the interconnectedness among the science disciplines.

5. The teacher understands the process of scientific inquiry: investigate scientific phenomena, interpret findings, and communicate results.

6. The teacher knows how to construct deeper understanding of scientific phenomena

through study, demonstrations, and laboratory and field activities.

7. The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way.

Performance

1. The teacher provides students with opportunities to view science in its cultural and historical context by using examples from history and including scientists of both genders and from varied social and cultural groups.

2. The teacher continually adjusts curriculum and activities to align them with new scientific data.

3. The teacher provides students with a holistic, interdisciplinary understanding of concepts in life, earth systems/space, physical, and environmental sciences.

4. The teacher helps students build scientific knowledge and develop scientific habits of mind.

5. The teacher demonstrates competence in investigating scientific phenomena, interpreting findings, and communicating results.

6. The teacher models and encourages the skills of scientific inquiry, including creativity, curiosity, openness to new ideas, and skepticism that characterize science.

7. The teacher creates lessons, demonstrations, and laboratory and field activities that effectively communicate and reinforce science concepts and principles.

8. The teacher engages in scientific inquiry in science coursework.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher knows how students construct scientific knowledge and develop scientific habits of mind.

2. The teacher knows commonly held conceptions and misconceptions about science and how they affect student learning.

Performance

1. The teacher identifies students' conceptions and misconceptions about the natural world.

2. The teacher engages students in constructing deeper understandings of the natural world.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.

2. The teacher understands how to implement scientific inquiry.

3. The teacher understands how to engage students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.

4. The teacher understands how to use research based best practices to engage students in learning science.

Performance

1. The teacher applies mathematical derivations and technology in analysis, interpretation, and display of scientific data.

2. The teacher uses instructional strategies that engage students in scientific inquiry and that develop scientific habits of mind.

3. The teacher engages students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Knowledge

1. The teacher knows how to use a variety of interfaced electronic hardware and software for communicating data.

2. The teacher knows how to use graphics, statistical, modeling, and simulation software, as well as spreadsheets to develop and communicate science concepts.

3. The teacher understands technical writing as a way to communicate science concepts and processes.

Performance

1. The teacher models the appropriate scientific interpretation and communication of scientific evidence through technical writing, scientific posters, multimedia presentations, and electronic communications media.

2. The teacher engages students in sharing data during laboratory investigation to develop and evaluate conclusions.

3. The teacher engages students in the use of computers in laboratory/field activities to gather, organize, analyze, and graphically present scientific data.

4. The teacher engages students in the use of computer modeling and simulation software to communicate scientific concepts.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher understands the importance of keeping current on research related to how students learn science.

2. The teacher understands the importance of keeping current on scientific research findings.

Performance

1. The teacher incorporates current research related to student learning of science into science curriculum and instruction.

2. The teacher incorporates current scientific research findings into science curriculum and instruction.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Standard 11: Safe Learning Environment - The science teacher provides for a safe learning environment.

Knowledge

1. The teacher knows how to select materials that match instructional goals as well as how to maintain a safe environment.

2. The teacher is aware of available resources and standard protocol for proper disposal of waste materials.

3. The teacher knows how to properly care for, inventory, and maintain materials and equipment.

4. The teacher is aware of legal responsibilities associated with safety.

5. The teacher knows the safety requirements necessary to conduct laboratory and field activities and demonstrations.

6. The teacher knows how to procure and use Material Safety Data Sheets (MSDS).

Performance

1. The teacher develops instruction that uses appropriate materials and ensures a safe environment.

2. The teacher creates and ensures a safe learning environment by including appropriate documentation of activities.

3. The teacher makes informed decisions about the use of specific chemicals or performance of a lab activity regarding facilities and student age and ability.

4. The teacher models safety at all times.

5. The teacher makes use of Material Safety Data Sheet (MSDS) and storage information for laboratory materials.

6. The teacher creates lesson plans and teaching activities consistent with appropriate safety considerations.

7. The teacher evaluates lab and field activities for safety.

8. The teacher evaluates a facility for compliance to safety regulations.

9. The teacher uses safety procedures and documents safety instruction.

10. The teacher demonstrates the ability to acquire, use, and maintain materials and lab equipment.

11. The teacher implements laboratory, field, and demonstration safety techniques.

Standard 12: Laboratory and Field Activities - The science teacher demonstrates competence in conducting laboratory, and field activities.

Knowledge

1. The teacher knows a broad range of laboratory and field techniques.

2. The teacher knows strategies to develop students' laboratory and field skills.

Performance

1. The teacher engages students in a variety of laboratory and field techniques.

2. The teacher uses a variety of instructional strategies in laboratory and field experiences to engage students in developing their understanding of the natural world.

Idaho Standards for Biology Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, biology teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Biology Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands that there are unifying themes in biology, including levels from molecular to whole organism.

2. The teacher knows the currently accepted taxonomy systems used to classify living things.

3. The teacher understands scientifically accepted theories of how living systems evolve through time.

4. The teacher understands how genetic material and characteristics are passed between generations and how genetic material guide cell and life processes.

5. The teacher knows biochemical processes that are involved in life functions.

6. The teacher knows that living systems interact with their environment and are interdependent with other systems.

7. The teacher understands that systems in living organisms maintain conditions necessary

for life to continue.

8. The teacher understands the cell as the basis for all living organisms and how cells carry out life functions.

9. The teacher understands how matter and energy flow through living and non-living systems.

10. The teacher knows how the behavior of living organisms changes in relation to environmental stimuli.

Performance

1. The teacher prepares lessons that help students understand the flow of matter and energy through living systems.

2. The teacher assists students in gaining an understanding of the ways living things are interdependent.

3. The teacher assists students in understanding how living things impact/change their environment and how the physical environment impacts/changes living things.

4. The teacher helps students understand how the principles of genetics apply to the flow of characteristics from one generation to the next.

5. The teacher helps students understand how genetic "information" is translated into living tissue and chemical compounds necessary for life.

6. The teacher helps students understand accepted scientific theories of how life forms have evolved through time and the principles on which these theories are based.

7. The teacher helps students understand the ways living organisms are adapted to their environments.

8. The teacher helps students understand the means by which organisms maintain an internal environment that will sustain life.

9. The teacher helps students classify living organisms into appropriate groups by the current scientifically accepted taxonomic techniques.

10. The teacher helps students understand a range of plants and animals from one-celled organisms to more complex multi-celled creatures composed of systems with specialized tissues and organs.

11. The teacher helps students develop the ability to evaluate ways humans have changed living things and the environment of living things to accomplish human purposes (e.g., agriculture, genetic engineering, dams on river systems, and burning fossil fuels).

12. The teacher helps students understand that the cell, as the basis for all living organisms, carries out life functions.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Chemistry Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, chemistry teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Chemistry Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher has a broad knowledge of mathematical principles, including calculus, and is familiar with the connections that exist between mathematics and chemistry.

2. The teacher understands the subdivisions and procedures of chemistry and how they are used to investigate and explain matter and energy.

3. The teacher understands that chemistry is often an activity organized around problem solving and demonstrates ability for the process.

4. The teacher understands the importance of accurate and precise measurements in chemistry and reports measurements in an understandable way.

5. The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way. CORE STANDARDS

6. The teacher knows matter contains energy and is made of particles (subatomic, atomic and molecular).

7. The teacher can identify and quantify changes in energy and structure.

8. The teacher understands the historical development of atomic and molecular theory.

9. The teacher knows basic chemical synthesis to create new molecules from prec? Molecules

10. The teacher understands the organization of the periodic table and can use it to predict physical and chemical properties.

11. The teacher knows the importance of carbon chemistry and understands the nature of chemical bonding and reactivity of organic molecules.

12. The teacher understands the electronic structure of atoms and molecules and the ways quantum behavior manifests itself at the molecular level.

13. The teacher has a fundamental understanding of quantum mechanics as applied to model systems (e.g., particles in a box).

14. The teacher understands the role of energy and entropy in chemical reactions and knows how to calculate concentrations and species present in mixtures at equilibrium.

15. The teacher knows how to use thermodynamics of chemical systems in equilibrium to control and predict chemical and physical properties.

16. The teacher understands the importance of research in extending and refining the field of chemistry and strives to remain current on new and novel results and applications.

Performance

1. The teacher consistently reinforces the underlying themes, concepts, and procedures of the basic areas of chemistry during instruction, demonstrations, and laboratory activities to facilitate student understanding.

2. The teacher models the application of mathematical concepts for chemistry (e.g., dimensional analysis, statistical analysis of data, and problem-solving skills).

3. The teacher helps the student make accurate and precise measurements with appropriate units and to understand that measurements communicate precision and accuracy.

4. The teacher helps the student develop strategies for solving problems using dimensional analysis and other methods.

5. The teacher helps the student understand that matter is made of particles and energy and that matter and energy are conserved in chemical reactions.

6. The teacher helps the student understand the composition of neutral and ionic atoms and molecules.

7. The teacher helps the student learn the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and distinguishing charged states.

8. The teacher helps the student understand the structure of the periodic table and the information that structure provides about chemical and physical properties of the elements.

9. The teacher helps the student begin to categorize and identify a variety of chemical reaction types.

10. The teacher helps the student understand stoichiometry and develop quantitative relationships in chemistry.

11. The teacher helps the student understand and apply modern atomic, electronic and bonding theories.

12. The teacher helps the student understand ionic and covalent bonding in molecules and predict the formula and structure of stable common molecules.

13. The teacher helps the student understand the quantitative behavior of gases.

14. The teacher helps the student understand and predict the qualitative behavior of the liquid and solid states and determine the intermolecular attraction of various molecules.

15. The teacher helps the student understand molecular kinetic theory and its importance in chemical reactions, solubility, and phase behavior.

16. The teacher helps the student understand the expression of concentration and the behavior and preparation of aqueous solutions.

17. The teacher helps the student understand and predict the properties and reactions of acids and bases.

18. The teacher helps the student understand chemical equilibrium in solutions.

19. The teacher helps the student understand and use chemical kinetics.

20. The teacher helps the student understand and apply principles of chemistry to fields such as earth science, biology, physics, and other applied fields.

21. The teacher helps the student learn the basic organizing principles of organic chemistry.

22. The teacher can do chemical calculations in all phases using a variety of concentration units including pH, molarity, number density, molality, mass and volume percent, parts per million and other units.

23. The teacher can prepare dilute solutions at precise concentrations and perform and understand general analytical procedures and tests, both quantitative and qualitative.

24. The teacher can use stoichiometry to predict limiting reactants, product yields and determine empirical and molecular formulas.

25. The teacher can correctly name acids, ions, inorganic and organic compounds, and can predict the formula and structure of stable common compounds.

26. The teacher can identify, categorize and understand common acid-base, organic and biochemical reactions.

27. The teacher can demonstrate basic separations in purifications in the lab, including chromatography, crystallization, and distillation.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Earth and Space Science Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, earth and space science teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the earth and space science teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows how local events can potentially impact local, regional, and global conditions.

2. The teacher understands the rock cycle and the classification systems for rocks and minerals.

3. The teacher understands the theory of plate tectonics and the resulting processes of mountain building, earthquakes, oceanic trenches, volcanoes, sea floor spreading, and continental drift.

4. The teacher understands the sun, moon and earth system and the resulting phenomena.

5. The teacher knows earth history as interpreted using scientific evidence.

6. The teacher understands the composition of the earth and its atmosphere.

7. The teacher understands processes of weathering, erosion, and soil development (e.g., mass wasting, spheroidal weathering, alluvial fans, physical and chemical weathering, glaciers, stream valleys, cirques, and stream terraces).

8. The teacher knows multiple scientific theories of the origin of galaxies, planets, and stars.

9. The teacher understands the concept of the interaction of forces and other physical science concepts about earth and astronomical change.

10. The teacher understands the flow of energy and matter through earth and astronomic systems.

11. The teacher knows the concepts of weather and climate.

12. The teacher understands ocean environments and how the physical forces on the surface of the earth interact with them.

Performance

1. The teacher helps students understand the flow of energy and matter through earth and space systems.

2. The teacher helps students understand seasonal changes in terms of the relative position and movement of the earth and sun.

3. The teacher helps students understand the causes of weather and climate in relation to physical laws of nature.

4. The teacher helps students understand the types of rocks and how they change from one type of rock to another as they move through the rock cycle.

5. The teacher helps students understand the theory of plate tectonics, including continental drift, volcanism, mountain building, ocean trenches, and earthquakes.

6. The teacher helps students understand how scientists use indirect methods, including knowledge of physical principles, to learn about astronomical objects.

7. The teacher helps students understand how accepted scientific theories about prehistoric life are developed.

8. The teacher assists students as they critically evaluate the quality of the data on which scientific theories are based.

9. The teacher helps students understand the movement of air, water, and solid matter in response to the flow of energy through systems.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Natural Science Teachers

Teachers with natural science endorsements must meet all of the following standards:

1. ***Idaho Core Teacher Standards***
2. ***Idaho Foundation Standards for Science Teachers AND***
3. ***Idaho Standards for Biology Teachers OR***
4. ***Idaho Standards for Earth and Space Science Teachers OR***
5. ***Idaho Standards for Chemistry Teachers OR***
6. ***Idaho Standards for Physics Teachers***

Idaho Standards for Physical Science Teachers

Teachers with physical science endorsements must meet all of the following standards:

1. ***Idaho Core Teacher Standards***
2. ***Idaho Foundation Standards for Science Teachers AND***
3. ***Idaho Standards for Chemistry Teachers OR***
4. ***Idaho Standards for Physics Teachers***

Idaho Standards for Physics Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here physics teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the physics teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands electromagnetic and gravitational interactions as well as concepts of matter and energy to formulate a coherent understanding of the natural world.

2. The teacher understands the major concepts and principles of the basic areas of physics, including classical and quantum mechanics, thermodynamics, waves, optics, electricity, magnetism, and nuclear physics.

3. The teacher knows how to apply appropriate mathematical and problem solving principles including algebra, geometry, trigonometry, calculus, and statistics in the description of the physical world and is familiar with the connections between mathematics and physics.

4. The teacher understands contemporary physics events, research, and applications.

5. The teacher knows multiple explanations and models of physical phenomena and the process of developing and evaluating explanations of the physical world.

6. The teacher knows the historical development of models used to explain physical phenomena.

Performance

1. The teacher engages students in developing and applying conceptual models to describe the natural world.

2. The teacher engages students in testing and evaluating physical models through direct comparison with the phenomena via laboratory and field activities and demonstrations.

3. The teacher engages students in the appropriate use of mathematical principles in examining and describing models for explaining physical phenomena.

4. The teacher engages student in the examination and consideration of the models used to explain the physical world.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Foundation Standards for Social Studies Teachers

Social Studies teachers must meet Idaho Core Teacher Standards and Idaho Foundations Standards for Social Studies Teachers and one of the following: (1) Idaho Standards for Economics Teachers, (2) Idaho Standards for Geography Teachers, (3) Idaho Standards for Government and Civics Teachers, (4) Idaho Standards for History Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Social Studies Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The teacher understands the influences that contribute to intellectual, social, and personal development.

2. The teacher understands the impact of learner environment on student learning.

Performance

1. The teacher provides opportunities for learners to engage in civic life, politics, and government.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, behavioral sciences, humanities).

2. The teacher understands how and why various governments and societies have changed over time.

3. The teacher understands how and why independent and interdependent systems of trade and production develop.

4. The teacher understands the impact that cultures, religions, technologies, social movements, economic systems, and other factors have on civilizations, including their own.

5. The teacher understands the responsibilities and rights of citizens in the United States of America's political system, and how citizens exercise those rights and participate in the system.

6. The teacher understands how geography affects relationships between people, and environments over time.

7. The teacher understands how to identify primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts.

Performance

1. The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalties, and interrelationships.

2. The teacher incorporates methods of inquiry and scholarly research into the curriculum.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher incorporates current events and historical knowledge, to guide learners as they predict how people from diverse global and cultural perspectives may experience and interpret the world around them.

2. The teacher understands how to effectively analyze the use of primary and secondary sources in interpreting social studies concepts.

Performance

1. The teacher demonstrates and applies chronological historical thinking.

2. The teacher integrates knowledge from the social studies in order to prepare learners to live in a world with limited resources, cultural pluralism, and increasing interdependence.

3. The teacher uses and interprets primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables) when presenting social studies concepts.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The teacher understands strategies for clear and coherent reading, speaking, listening, and writing within the context of social studies, consistent with approved 6-12 standards.

Performance

1. The teacher fosters clear and coherent learner reading, speaking, listening, and writing skills within the context of social studies, consistent with approved 6-12 standards.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Idaho Standards for Economics Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here Economics teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Economics teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands basic economic concepts and models (e.g., scarcity, opportunity cost, productive resources, voluntary exchange, supply and demand credit/debt, market incentives, interest rate, imports/exports).

2. The teacher understands economic indicators (e.g., unemployment, inflation, GDP) in assessing the health of the economy.

3. The teacher understands the functions and characteristics of money.

4. The teacher understands economic systems and the factors that influence each system (e.g., culture, values, belief systems, environmental and geographic impacts, and technology).

5. The teacher knows different types of economic institutions and how they differ from one another (e.g., market structures, stock markets, banking institutions, labor unions).

6. The teacher understands how economic institutions shaped history and influence current economic practices.

7. The teacher understands the principles of sound personal finance and personal investment.

8. The teacher understands fiscal and monetary policy.

Performance

1. The teacher demonstrates comprehension, analysis, and relevance of economic principles and concepts.

2. The teacher engages learners in the application of economic concepts in their roles as consumers, producers, and workers.

3. The teacher employs and promotes learner use of graphs, models, and equations to illustrate economic concepts.

4. The teacher illustrates how economic indicators influence historic and current policy.

5. The teacher provides examples of the principles of business organizations and entrepreneurship.

6. The teacher fosters understanding of the important role of economic systems on economic growth.

7. The teacher develops learner understanding of economic issues through application of cost/benefit analyses.

8. The teacher conveys the importance and implications of the global marketplace.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Idaho Standards for Geography Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here Geography teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Geography teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands the five themes of geography (movement, region, human environment interaction, location, and place) and how they are interrelated.

2. The teacher understands the characteristics and functions of globes, atlases, maps, map

projections, aerial photographs, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases.

Performance

1. The teacher uses past and present events to interpret political, physical, and cultural patterns.

2. The teacher connects the earth's dynamic physical systems to its impact on humans.

3. The teacher connects population dynamics and distribution to physical, cultural, historical, economic, and political circumstances.

4. The teacher connects the earth's physical systems and varied patterns of human activity to world environmental issues.

5. The teacher incorporates geographic resources (e.g., globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases).

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Idaho Standards for American Government/Political Science Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here

government and civics teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the American Government/Political Science teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands the relationships between civic life, politics, and government.

2. The teacher understands the political spectrum and factors that affect individual political views and behavior.

3. The teacher understands the purpose and foundations of government and constitutional principles of the United States of America's political system.

4. The teacher understands the organization of local, state, federal, and tribal governments,

how power has evolved, and how responsibilities are organized, distributed, shared, and limited as defined by the Constitution of the United States of America.

5. The teacher understands the importance of international relations (e.g., evolution of foreign policy, national interests, global perspectives, international involvements, human rights, economic impacts, environmental issues).

6. The teacher understands the role of elections, political parties, interest groups, media (including social), and public policy (foreign and domestic) in shaping the United States of America's political system.

7. The teacher understands the civic responsibilities and rights of all individuals in the United States of America (e.g., individual and community responsibilities, participation in the political process, rights and responsibilities of non-citizens, the electoral process).

8. The teacher understands different forms of government found throughout the world.

Performance

1. The teacher assists learners in developing an understanding of citizenship and promotes learner engagement in civic life, politics, and government.

2. The teacher demonstrates comprehension and analysis of the foundations and principles of the United States of America political system and the organization and formation of the United States of America government.

3. The teacher demonstrates comprehension and analysis of United States of America foreign policy and international relations.

4. The teacher integrates global perspectives and current events into the study of civics and government.

5. The teacher engages learners in civil discourse and promotes its use in a democratic society.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Idaho Standards for History Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here history teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the History teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands themes and concepts in history (e.g., exploration, expansion, migration, immigration).

2. The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation.

3. The teacher understands how international and domestic relations impacted the development of the United States of America.

4. The teacher understands how significant compromises, conflicts, and events defined and continue to define the United States of America.

5. The teacher understands the political, social, cultural, and economic development of the United States of America.

6. The teacher understands the political, social, cultural, and economic development of the peoples of the world.

7. The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.

8. The teacher understands the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts, historical perspectives, and biases.

Performance

1. The teacher makes chronological and thematic connections between political, social, cultural, and economic concepts.

2. The teacher incorporates the issues of gender, race, ethnicity, religion, and national origin into the examination of history.

3. The teacher facilitates student inquiry regarding international relationships.

4. The teacher relates the role of compromises and conflicts to continuity and change across time.

5. The teacher demonstrates an ability to research, analyze, evaluate, and interpret historical evidence.

6. The teacher incorporates the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts, historical perspectives, and biases.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Idaho Standards for Social Studies Teachers

Teachers with a social studies endorsement must meet the following Idaho Standards:

1. ***Idaho Core Teacher Standards AND***
2. ***Foundation Social Studies Standards AND***
3. ***History Standards OR***
4. ***Government and Civics Standards OR***
5. ***Economics Standards OR***
6. ***Geography Standards***

Idaho Standards for Exceptional Child Generalists

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

In addition to the standards listed here, exceptional child teachers must meet Idaho Core Teacher Standards and the Idaho Generalist Standards and may meet one of the following, if applicable: (1) Idaho Standards for Teachers of the Blind and Visually Impaired or (2) Idaho Standards for Teachers of the Deaf and Hard of Hearing.

The following knowledge and performance statements for the Generalist Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development and Individual Learning Differences - The teacher understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Knowledge

1. The teacher understands how language, culture, and family background influence the learning of individuals with exceptionalities.

2. The teacher has an understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

3. The teacher understands how exceptionalities can interact with development and learning.

Performance

1. The teacher modifies developmentally appropriate learning environments to provide relevant, meaningful, and challenging learning experiences for individuals with exceptionalities.

2. The teacher is active and resourceful in seeking to understand how primary language, culture, and family interact with the exceptionality to influence the individual's academic and social abilities, attitudes, values, interests, and career and post-secondary options.

Standard 2: Learning Environments - The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Knowledge

1. The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.

2. The teacher knows how to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

3. The teacher understands motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

4. The teacher knows how to intervene safely and appropriately with individuals with exceptionalities in crisis (e.g. positive behavioral supports, functional behavioral assessment and behavior plans).

Performance

1. The teacher develops safe, inclusive, culturally responsive learning environments for all students, and collaborates with education colleagues to include individuals with exceptionalities in general education environments and engage them in meaningful learning activities and social interactions.

2. The teacher modifies learning environments for individual needs and regards an individual's language, family, culture, and other significant contextual factors and how they interact with an individual's exceptionality. The teacher modifies learning environment, and provides for the maintenance and generalization of acquired skills across environments and subjects.

3. The teacher structures learning environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptionalities, and directly teach them to adapt to the expectations and demands of differing environments.

4. The teacher safely intervenes with individuals with exceptionalities in crisis. Special education teachers are also perceived as a resource in behavior management that include the skills and knowledge to intervene safely and effectively before or when individuals with exceptionalities experience crisis, i.e. lose rational control over their behavior.

Standard 3: Curricular Content Knowledge - The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Knowledge

1. The teacher understands the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities

2. The teacher understands and uses general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

3. The teacher knows how to modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Performance

1. The teacher demonstrates in their planning and teaching, a solid base of understanding of the central concepts in the content areas they teach.

2. The teacher collaborates with general educators in teaching or co-teaching the content of the general curriculum to individuals with exceptionalities and designs appropriate learning, accommodations, and/or modifications.

3. The teacher uses a variety of specialized curricula (e.g., academic, strategic, social, emotional, and independence curricula) to individualize meaningful and challenging learning for individuals with exceptionalities.

Standard 4: Assessment - The teacher uses multiple methods of assessment and data-sources in making educational decisions

Knowledge

1. The teacher knows how to select and use technically sound formal and informal assessments that minimize bias.

2. The teacher has knowledge of measurement principles and practices, and understands how to interpret assessment results and guide educational decisions for individuals with exceptionalities.

3. In collaboration with colleagues and families, the teacher knows how to use multiple types of assessment information in making decisions about individuals with exceptionalities.

4. The teacher understands how to engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

5. The teacher understands assessment information to identify supports, adaptations, and modifications required for individuals with exceptionalities to access the general curriculum and to participate in school, system, and statewide assessment programs.

6. The teacher is aware of available technologies routinely used to support assessments (e.g., progress monitoring, curriculum-based assessments, etc.).

7. The teacher understands the legal policies of assessment related to special education referral, eligibility, individualized instruction, and placement for individuals with exceptionalities, including individuals from culturally and linguistically diverse backgrounds.

Performance

1. The teacher regularly monitors the learning progress of individuals with exceptionalities in both general and specialized content and makes instructional adjustments based on these data.

2. The teacher gathers background information regarding academic, medical, and social history.

3. The teacher conducts formal and/or informal assessments of behavior, learning, achievement, and environments to individualize the learning experiences that support the growth and development of individuals with exceptionalities.

4. The teacher integrates the results of assessments to develop a variety of individualized plans, including family service plans, transition plans, behavior change plans, etc.

5. The teacher participates as a team member in creating the assessment plan that may include ecological inventories, portfolio assessments, functional assessments, and high and low assistive technology needs to accommodate students with disabilities.

Standard 5: Instructional Planning and Strategies – The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.

Knowledge

1. The teacher knows how to consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

2. The teacher understands technologies used to support instructional assessment, planning, and delivery for individuals with exceptionalities.

3. The teacher is familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

4. The teacher understands strategies to enhance language development, communication skills, and social skills of individuals with exceptionalities.

5. The teacher knows how to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

6. The teacher knows how to teach to mastery and promotes generalization of learning for individuals with exceptionalities.

7. The teacher knows how to teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

8. The teacher knows how to enhance 21st Century student outcomes such as critical thinking, creative problem solving, and collaboration skills for individuals with exceptionalities, and increases their self-determination.

9. The teacher understands available technologies routinely used to support and manage all phases of planning, implementing, and evaluating instruction.

Performance

1. The teacher plans and uses a repertoire of evidence-based instructional strategies in promoting positive learning results in general and special curricula and in modifying learning environments for individuals with exceptionalities appropriately.

2. The teacher emphasizes explicit instruction with modeling, and guided practice to assure acquisition and fluency, as well as, the development, maintenance, and generalization of knowledge and skills across environments.

3. The teacher matches their communication methods to an individual's language proficiency and cultural and linguistic differences.

4. The teacher utilizes universal design for learning, augmentative and alternative communication systems, and assistive technologies to support and enhance the language and communication of individuals with exceptionalities.

5. The teacher develops a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.

6. The teacher personalizes instructional planning within a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.

Standard 6: Professional Learning and Ethical Practices – The teacher uses foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Knowledge

1. The teacher understands how foundational knowledge and current issues influence professional practice.

2. The teacher understands that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

3. The teacher understands the significance of lifelong learning and participates in professional activities and learning communities.

4. The teacher understands how to advance the profession by engaging in activities such as advocacy and mentoring.

5. The teacher knows how to create a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.

Performance

1. The teacher uses professional Ethical Principles and Professional Practice Standards to guide their practice.

2. The teacher provides guidance and direction to paraeducators, tutors, and volunteers.

3. The teacher plans and engages in activities that foster their professional growth and keep them current with evidence-based practices.

4. The teacher is sensitive to the aspects of diversity with individuals with exceptionalities and their families, and the provision of effective special education services for English learners with exceptionalities and their families.

Standard 7: Collaboration – The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Knowledge

1. The teacher understands the theory and elements of effective collaboration.

2. The teacher understands how to serve as a collaborative resource to colleagues.

3. The teacher understands how to use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

4. The teacher understands how to collaborate with their general education colleagues to create learning environments that meaningfully include individuals with exceptionalities, and that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement.

5. The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.

6. The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.

Performance

1. The teacher collaborates with the educational team to uphold current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.

2. The teacher collaborates with related-service providers, other educators including special education paraeducators, personnel from community agencies, and others to address the needs of individuals with exceptionalities.

3. The teacher involves individuals with exceptionalities and their families collaboratively in all aspects of the education of individuals with exceptionalities.

Idaho Standards for Teachers of the Blind and Visually Impaired

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

In addition to the standards listed here, teachers of the blind and visually impaired must meet Idaho Core Teacher Standards.

The following knowledge and performance statements for the Standards for Teachers of the Blind and Visually Impaired are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The teacher of students with visual impairments is well versed in the foundations for education of the blind and visually impaired, the physiology and functions of the visual system, and the effect of vision impairment has on the instructional program. Further, the teacher collaboratively designs instructional strategies based on the results of specialized assessments.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The teacher understands the need for students to establish body awareness, communication, self- esteem, and social skills, as described in the American Foundation for the Blind Expanded Core Curriculum (Expanded Core Curriculum).

2. The teacher knows the effects of a visual impairment on the student's family or guardians, and the reciprocal impact on the student's self-esteem.

3. The teacher understands the variations in functional capabilities and the diverse implications that various eye diseases have on growth and development.

Performance

1. The teacher provides students with a means to independently access materials readily available to the sighted world.

2. The teacher prepares students who have visual impairments, including those with additional disabilities, to respond to societal attitudes and actions with appropriate behavior and self-advocacy.

3. The teacher designs instructional experiences depending on individual student and familial stages of acceptance of the visual impairment.

4. The teacher communicates information from the optometrist/ophthalmologist report to school personnel to confirm the educational implications of the eye condition and to ensure the student's visual strengths are used.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. The teacher knows the impact of visual disorders on learning, experience, and concept development.

2. The teacher knows methods for the development of special auditory, tactual, and modified visual communication skills for students with visual impairments, including those with additional disabilities (e.g., For example: assistive technology specific for the auditory and tactual learner, such as screen readers, refreshable braille display; pre-braille skills; braille reading and writing; magnification options; tactile graphics).

3. The teacher understands the terminology related to diseases and disorders of the human visual system and their impact on language, communication, cognitive, spatial concept, and psychosocial development.

4. The teacher knows how to critique and evaluate the strengths and limitations of various types of assistive technologies.

5. The teacher knows a variety of input and output enhancements to computer technologies that address the specific access needs of students with visual impairments, including those with additional disabilities, in a variety of environments.

6. The teacher knows techniques for modifying instructional methods and materials for students with visual impairments, including those with additional disabilities, and for assisting classroom teachers in implementing these modifications.

Performance

1. The teacher teaches, writes, and reads literary braille and Nemeth (math and science), as well as music and computer braille codes.

2. The teacher secures specialized materials and equipment and provides training, as needed.

3. The teacher integrates knowledge of the visual impairment when identifying and infusing low vision devices and strategies into the curriculum, learning environments, and instructional techniques.

4. The teacher integrates ophthalmology, optometry, low vision, and functional vision evaluation/learning media assessments information to comprehensively design strategies as part of an IEP or 504.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher knows and understands factors in the learning environment (e.g., physical layout, organization, teacher behavior and expectations) that affect the learning behavior of students with visual impairments.

2. The teacher knows and understands strategies for creating a positive, productive learning environment that fosters student achievement.

3. The teacher knows and understands instructional planning and management issues (e.g., time management, caseload management, collaborative planning) related to various models and systems of service delivery (e.g., itinerant, residential, transdisciplinary teaming).

Performance

1. The teacher develops management strategies for meeting students' needs effectively and efficiently in the context of various service delivery models and systems.

2. The teacher organizes learning environments to facilitate students' acquisition of concepts and skills in, both, the general education and Expanded Core Curriculum.

3. The teacher applies organizational strategies that maximize students' ability to benefit from learning activities (e.g., strategies that help them orient themselves, move comfortably in the environment, interact positively with peers).

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences

that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher knows the historical foundations for the education of children with visual impairments, including a continuum of service options.

2. The teacher knows about consumer and professional organizations, journals, networks, and services relevant to the field of visual impairment, including deafblindness.

3. The teacher knows and understands federal laws and regulations related to the educational rights of all students with disabilities (e.g., The Americans with Disabilities Act, The Individuals with Disabilities Education Act, Section 504) and those that specifically address students who are blind or visually impaired (e.g., federal entitlements for the provision of specialized equipment and materials, such as the American Printing House for the Blind Quota Funds).

4. The teacher possesses an in-depth knowledge of the variances in the medical, federal, and state definitions of visual impairment, identification criteria, labeling issues, incidence and prevalence figures, and how each component interacts with eligibility determinations for service.

5. The teacher knows specialized policies and resources regarding referral and placement procedures for students with visual impairments.

6. The teacher knows the effects of medications on the visual system.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher knows and understands factors that promote or hinder effective communication and collaboration with students, parents/guardians, paraprofessionals, teachers, administrators, and other school and community personnel.

2. The teacher knows and understands the collaborative roles of students, parents/guardians, classroom teachers, and other school and community personnel in planning and implementing students' IEPs, 504s and IFSPs.

3. The teacher knows and understands the roles of related service personnel (e.g., certified orientation & mobility specialists, physical therapists, school nurses, counselors, rehabilitation staff), and paraprofessionals (e.g., transcribers) in the education of students with visual impairments, including those with additional disabilities.

Performance

1. The teacher applies skills for communicating and collaborating effectively with teachers, paraprofessionals, and other school and community personnel to enhance learning opportunities for students with visual impairments, and ensures that students receive the services they need.

2. The teacher uses effective strategies for helping classroom teachers understand the effects of visual impairments on learning, for ensuring that teachers receive necessary support (e.g., training and the use of equipment, braille materials for lessons, interlined transcriptions of students' written work in braille), and for ensuring that students have full access to needed adaptations and resources.

3. The teacher works collaboratively with professionals, family members and other personnel to help provide child-centered intervention for infants, toddlers, preschoolers and school-age students with visual impairments.

4. The teacher serves as a resource for parents/guardians and others in the school and community in regard to students with visual impairments and how to promote their learning and address their needs.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. The teacher knows the procedures used for screening, pre-referral, referral, and classifications of students with visual impairments, including vision screening methods, functional vision evaluation, and learning media assessment.

2. The teacher possesses an in-depth knowledge of procedures for adapting and administering assessments for the intervention, referral, and identification of students with a visual impairment, including those with additional disabilities.

Performance

1. The teacher conducts alternative as well as functional evaluations of visual, literacy, basic orientation and mobility, and educational performance.

2. The teacher uses information obtained through functional, alternative, and standardized assessments to plan, deliver, and modify instructional and environmental factors, including IEP or 504 development.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the

community context.

Knowledge

1. The teacher knows and understands factors in the learning environment (e.g., physical layout, organization, teacher behaviors and expectations) that affect the learning and behavior of students with visual impairments.

2. The teacher knows and understands resources available for individuals with visual impairments, including deaf blindness and those with additional disabilities (e.g., APH materials, textbooks, agencies).

3. The teacher knows and understands techniques for creating and adapting instructional materials (e.g., brailled, enlarged, outlined, highlighted) for students with visual impairments.

Performance

1. The teacher organizes learning environments to facilitate students' acquisition of concepts and skills in, both, the general education and Expanded Core Curriculum.

2. The teacher uses visual, tactile, auditory and other adaptations to design multisensory learning environments that promote students' full participation and independent learning in a variety of group and individual contexts.

3. The teacher works collaboratively with the educational team to implement adaptations designed to compensate for visual impairments.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The teacher possesses in-depth knowledge of methods, materials, and assistive technology for providing for the development of cognitive, auditory, tactual, and communication skills for the blind and visually impaired, including those with additional disabilities.

2. The teacher knows how to assist the student in related Expanded Core Curriculum skills, including developing visual, auditory, and tactile efficiency as well as basic orientation and mobility skills.

3. The teacher knows how to assist the student in developing alternative organizational and study skills.

4. The teacher knows methods for providing adapted physical and recreation skills for students who have visual impairments, including those with additional disabilities.

5. The teacher knows functional life skills instruction relevant to independent, community, and personal living and to employment for individuals with blindness, visual impairments, and co-occurring impairments, including methods for accessing printed public information, public transportation, community resources, and acquiring practical skills (e.g., keeping personal records, time management, banking, emergency procedures, etc.).

6. The teacher knows strategies and resources for developing transition plans and career awareness.

Performance

1. The teacher designs, sequences, implements, and evaluates modifications for daily living skills, to increase independence.

2. The teacher implements integrated learning experiences that are multi-sensory and encourage active participation, self-advocacy, and independence.

3. The teacher integrates knowledge of the visual impairment and co-occurring disabilities with child development when designing and implementing cognitive, communication, and social skills instruction.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher knows and understands ethical responsibilities of teachers of students with visual impairments (e.g., advocating for students and their families, seeking improvements in the quality of students' educational services, pursuing ongoing professional development).

2. The teacher knows and understands the functions of agencies, consumer organizations and initiatives that promote nation-wide standards of excellence for the provision of services to students with visual impairments.

3. The teacher knows and understands the functions of professional organizations, publications and activities relevant to ongoing practice and professional development in the field of visual impairment.

Performance

1. The teacher applies knowledge of research-based practices and current trends and issues in the field of visual impairment to provide students with educational programming, materials, and services they need to achieve to their full potential.

2. The teacher applies knowledge of legal requirements and documentation related to issues such as referral, evaluation, eligibility criteria, due process, confidentiality and least restrictive environment.

3. The teacher applies knowledge of state requirements and professional guidelines regarding the provision of services to students with visual impairments (e.g., caseloads, funding, array of service options).

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The teacher knows strategies for assisting family, guardians, professionals, and other members of the community in planning appropriate transitions for students who have visual impairments, including those with additional disabilities.

2. The teacher knows the roles of paraprofessionals who work directly with students who have visual impairments, including those with additional disabilities, (e.g., sighted readers, transcribers, aides) or who provide special materials to them.

3. The teacher knows that the attitudes, expectations, and behaviors of professionals and peers will affect the behaviors of students with visual impairments, including those with additional disabilities.

4. The teacher knows and understands The Family Education Rights and Privacy Act (FERPA).

Performance

1. The teacher collaborates with parents, guardians, and other members of the community integral to the student's learning and development.

2. The teacher clarifies the roles of paraprofessionals who work directly with students who have visual impairments, including those with additional disabilities, (e.g., readers, transcribers, aides) or who provide special materials to those students.

3. The teacher complies with FERPA.

Standard 11: The teacher knows how to read and produce contracted and uncontracted Literary Braille and Nemeth Codes.

Knowledge

1. The teacher knows and understands skills for reading and producing Literary Braille (uncontracted and contracted) and Nemeth Codes.

2. The teacher knows and understands the rules of the Literary Braille and Nemeth Codes, including formatting.

Performance

1. The teacher applies skills for reading and producing Literary Braille (uncontracted and contracted) and Nemeth Codes with a braille writer and slate and stylus.

2. The teacher applies the rules of the Literary Braille and Nemeth Codes when producing and adapting student work.

3. The teacher uses resources to obtain age-appropriate braille materials (e.g., APH materials, parent resources, braille production centers).

Idaho Standards for Special Education Teachers of Students Who Are Deaf/Hard of Hearing

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

In addition to the standards listed here, teachers of the deaf and hard of hearing must meet Idaho Core Teacher Standards.

The following knowledge and performance statements for the Standards for Teachers of the deaf and hard of hearing are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The teacher understands how etiology, age of onset, age of identification, age at provision of services, and hearing status influence a student's language development and learning.

2. The teacher understands that being deaf/hard of hearing alone does not necessarily preclude normal academic development, cognitive development, or communication ability.

3. The teacher understands how learning and language development occur and the impact of instructional choices on deaf/hard of hearing students so they achieve age appropriate levels of literacy, academics, and social emotional development.

Performance

1. The teacher identifies levels of language and literacy development and designs lessons and opportunities that are appropriate.

2. The teacher identifies levels of language and general academics and designs lessons and opportunities that are appropriate.

3. The teacher identifies levels of social/emotional development and designs lessons and opportunities that are appropriate.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. The teacher understands how hearing status may influence student development in the following areas: sensory, cognitive, communication, physical, behavioral, cultural, social, and emotional.

2. The teacher knows the characteristics and impacts of hearing status, and the subsequent need for alternative modes of communication and/or instructional strategies.

3. The teacher understands the need for English language learning for students whose native language is American Sign Language (ASL).

4. The teacher understands the need for differentiated instruction for language learning for emergent language users.

5. The teacher understands that an Individualized Education Plan (IEP), including all current State and Federal guidelines for deaf/hard of hearing students should consider the following: communication needs; the student and family's preferred mode of communication; linguistic needs; hearing status and potential for using auditory access; assistive technology; academic level; and social, emotional, and cultural needs, including opportunities for peer interactions and communication.

Performance

1. The teacher uses information concerning hearing status (i.e., sensory, cognitive, communication, linguistic needs); potential for using auditory access; academic level; social, emotional, and cultural needs in planning and implanting differentiated instruction and peer interactions and communication.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands the unique social and emotional needs of students who are deaf/ hard of hearing and knows strategies to facilitate the development of healthy self-esteem and

identity.

2. The teacher understands that Deaf cultural factors, communication, and family influences impact classroom management of students.

3. The teacher understands the role of and the relationship among the teacher, interpreter, and student.

Performance

1. The teacher designs a classroom environment to maximize opportunities for students' visual and/or auditory access.

2. The teacher creates a learning environment that encourages self-advocacy and the development of a positive self-identity.

3. The teacher prepares students for the appropriate use of interpreters and support personnel.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands the theories, history, cultural perspectives, philosophies, and models that provide the basis for education of the deaf/hard of hearing.

2. The teacher knows the various educational placement options and how they influence a deaf/hard of hearing student's cultural identity and linguistic, academic, social, and emotional development.

3. The teacher understands the complex facets regarding issues related to deaf/hard of hearing individuals and working with their families (e.g., cultural and medical perspectives).

Performance

1. The teacher uses the tools, models, and strategies appropriate to the needs of students who are deaf/hard of hearing.

2. The teacher educates others regarding the potential benefits, and constraints of the following: cochlear implants, hearing aids, other amplification usage, sign language systems, ASL, use of technologies, and communication modalities.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher understands the role of the interpreter and the use and maintenance of assistive technology.

2. The teacher knows resources, materials, and techniques relevant to communication choices (e.g., total communication, cued speech, ASL, listening and spoken language (LSL), hearing aids, cochlear implants, augmentative and assistive equipment, FM systems, and closed captioning).

Performance

1. The teacher uses resources, materials, and techniques that promote effective instruction for students who are deaf/hard of hearing (e.g., total communication, cued speech, ASL, LSL, hearing aids, cochlear implants, augmentative and assistive technology, FM systems, and closed captioning).

2. The teacher meets and maintains the proficiency requirements of the linguistic and educational environment of the student/program. For teachers to be employed in programs where sign language is used for communication and instruction, the teacher will meet one of the following to demonstrate sign language proficiency: 1) score Intermediate Plus level or above as measured by the Sign Language Proficiency Interview (SLPI), 2) receive 3.5 or above on the Educational Interpreter Performance Assessment (EIPA), or 3) obtain the National Registry of Interpreters for the Deaf Certification (RID).

3. The teacher maintains a learning environment that facilitates the services of the interpreter, support personnel, and implementation of other accommodations.

3. The teacher provides instruction to students on the effective use of appropriate assistive technology.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. The teacher knows specialized terminology used in the assessment of students who are deaf/hard of hearing.

2. The teacher knows the appropriate assessment accommodations .

3. The teacher understands the components of an adequate evaluation for eligibility, placement, and program planning decisions for students who are deaf/hard of hearing.

Performance

1. The teacher uses appropriate assessment tools that use the natural, native, or preferred language of the student who is deaf/hard of hearing.

2. The teacher designs and uses appropriate formative assessment tools.

3. The teacher gathers and analyzes communication samples to determine nonverbal and linguistic skills of students who are deaf/hard of hearing as part of academic assessment.

4. The teacher uses data from assessments to inform instructional decision making to develop present levels of performance (PLOP) and IEP goals.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher knows Federal and State special education laws (IDEA).

2. The teacher knows how to develop a meaningful and compliant IEP.

Performance

1. The teacher, as an individual and a member of a team, selects and creates learning experiences that are: aligned to State curriculum standards, relevant to students, address and align to students' IEP goals, based on principles of effective instruction and performance modes.

2. The teacher implements the IEP.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The teacher knows how to enhance instruction through the use of technology, visual materials and experiential activities to increase outcomes for students who are deaf/hard of hearing.

2. The teacher knows how to develop instruction that incorporates critical thinking, problem

solving, and performance skills.

Performance

1. The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and the unique needs of students who are deaf/hard of hearing.

2. The teacher maintains a learning environment that facilitates the services of the educational interpreter, note taker, and other support personnel, as well as other accommodations.

3. The teacher enables students who are deaf/hard of hearing to use support personnel and assistive technology.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher knows The Code of Ethics for Idaho Professional Educators.

2. The teacher knows about laws affecting deaf/hard of hearing citizens and students.

3. The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching for deaf/hard of hearing students.

4. The teacher is aware of the personal biases related to the field of education of deaf/hard of hearing children that affect teaching and knows the importance of presenting issues with objectivity, fairness, and respect.

5. The teacher knows where to find and how to access professional resources on teaching deaf/hard of hearing students and subject matters, and cultural perspectives.

6. The teacher knows about professional organizations within education in general and education of deaf/hard of hearing students and understands the need for professional activity and collaboration beyond the school.

7. The teacher understands the dynamics of change and recognizes that the field of education is not static.

8. The teacher knows how to use technology to enhance productivity and professionalism.

Performance

1. The teacher practices behavior congruent with The Code of Ethics for Idaho Professional Educators.

2. The teacher adheres to local, state, and federal laws, including laws affecting deaf/hard of hearing citizens and students.

3. The teacher uses a variety of sources for evaluating his/her teaching (e.g., classroom observation, student achievement data, information from parents and students, and current research in the field of education of deaf/hard of hearing students).

4. The teacher uses self-reflection as a means of improving instruction.

5. The teacher participates in meaningful professional development opportunities in order to learn current, effective teaching practices.

6. The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.

7. The teacher engages in professional discourse about subject matter knowledge and pedagogy, as well as knowledge and pedagogy related to the education of deaf/hard of hearing students.

8. The teacher uses technology to enhance productivity and professionalism.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The teacher understands the roles and responsibilities of teachers and support personnel in educational practice for deaf/hard of hearing students (e.g., educational interpreters, class teachers, transliteraters, tutors, note takers, and audiologist).

2. The teacher knows of available resources.

3. The teacher understands the effects of communication on the development of family relationships and knows strategies to facilitate communication within a family that includes a student who is deaf/hard of hearing students.

4. The teacher knows the continuum of services provided by individuals and agencies in the ongoing support of students who are deaf/hard of hearing.

Performance

1. The teacher facilitates the coordination of support personnel (e.g., interpreters and transliteraters) and agencies to meet the communication needs of students who are deaf/hard of hearing.

2. The teacher accesses and shares information about available resources with family and community.

Teacher Leader Standards

The following knowledge and performance statements for the Standards for teacher leaders are widely recognized, but not all-encompassing or absolute, indicators that teacher leader candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* *This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Understanding Adults as Learners to Support Professional Learning Communities - The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared accountability for school outcomes that maximizes teacher effectiveness, promotes collaboration, enlists colleagues to be part of a leadership team, and drives continuous improvement in instruction and student learning.

Knowledge: The teacher leader demonstrates knowledge of:

1. The differences in knowledge acquisition and transfer for children and adults.

2. Stages of career development and learning for colleagues and application of the concepts of adult learning to the design and implementation of professional development.

3. Effective use of individual interactions, structures and processes for collaborative work including networking, facilitation, team building, and conflict resolution.

4. Effective listening, oral communication, presentation skills, and expression in written communication.

5. Research and exemplary practice on "organizational change and innovation".

6. The process of development of group goals and objectives.

Performance: The teacher leader:

1. Demonstrates knowledge and skills for high quality professional learning for individuals as well as groups and assesses teachers' content knowledge and skills throughout professional learning.

2. Improves colleagues' acquisition and application of knowledge and skills.

3. Fosters mutually respectful and productive relationships among colleagues and guides purposeful collaborative interactions, inclusive of team members' ideas and perspectives.

4. Uses effective communication skills and processes.

5. Demonstrates the ability to adapt to the contextual situation and make effective decisions, demonstrates knowledge of the role of creativity, innovation, and flexibility in the change process.

6. Facilitates development of a responsive culture with shared vision, values, and responsibility and promotes team-based responsibility for assessing and advancing the effectiveness of practice.

Standard 2: Accessing and Using Research to Improve Practice and Student Achievement - The teacher leader understands how educational research is used to create new knowledge, promote specific policies and practices, improve instructional practice and make inquiry a critical component in teacher learning and school redesign; and uses this knowledge to model and facilitate colleagues' use of appropriate research-based strategies and data-driven action plans.

Knowledge: The teacher leader demonstrates knowledge of:

1. Action research methodology.

2. Analysis of research data and development of a data-driven action plan that reflects relevance and rigor.

3. Implementation strategies for research-based change and for dissemination of findings for programmatic changes.

Performance: The teacher leader:

1. Models and facilitates relevant and targeted action research and engages colleagues in identifying research questions, designing and conducting action research to improve educational outcomes.

2. Models and facilitates analysis and application of research findings for informed decision making to improve educational outcomes with a focus on increased productivity, effectiveness and accountability.

3. Assists with application and supports dissemination of action research findings to improve educational outcomes.

Standard 3: Promoting Professional Learning for Continuous Improvement - The teacher leader understands the constantly evolving nature of teaching and learning, new and emerging technologies and changing community demographics; and uses this knowledge to promote and facilitate structured and job-embedded professional learning initiatives aligned to school improvement goals.

Knowledge: The teacher leader demonstrates knowledge of:

1. The standards of high quality professional development and their relevance to improved learning.

2. Effective use of professional development needs assessment, designs, protocols, and evaluation tools; selection and evaluation of resources appropriate to the identified need(s) along the professional career continuum.

3. The role of 21st century skills and technologies in educational practice.

4. The role of shifting cultural demographics in educational practice.

Performance: The teacher leader:

1. Accurately identifies the professional development needs and opportunities for colleagues in the service of improving education.

2. Works with staff and staff developers to design and implement ongoing professional learning based on assessed teacher and student needs and involves colleagues in development and implementation of a coherent, systemic, and integrated approach to professional development aligned with school improvement goals.

3. Utilizes and facilitates the use of technology, statewide student management system, and media literacy as appropriate.

4. Continually assesses the effectiveness of professional development activities and adjusts appropriately.

Standard 4: Facilitating Improvements in Instruction and Student Learning - The teacher leader demonstrates a deep understanding of the teaching and learning process and uses this knowledge to advance the professional skills of colleagues by being a continuous learner, modeling reflective practice based on student results, and working collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission and goal.

Knowledge: The teacher leader demonstrates knowledge of:

1. Research-based curriculum, instruction, and assessment and their alignment with desired outcomes.

2. The Framework for Teaching, effective observation and strategies for providing instructional feedback.

3. Role and use of critical reflection in improving professional practice.

Performance: The teacher leader:

1. Recognizes, analyzes, and works toward improving the quality of colleagues' professional and instructional practices.

2. Based upon the Framework for Teaching, has proof of proficiency in recognizing effective teaching and uses effective observation techniques to identify opportunities to improve curriculum, instruction, and assessment.

3. Provides observational feedback that demonstrates the intent to improve curriculum, instruction, and assessment.

4. Develops, leads and promotes a culture of self-reflection and reflective dialogue.

Standard 5: Using Assessments and Data for School and District Improvement - The teacher leader is knowledgeable about current research on assessment methods, designing and/or selecting effective formative and summative assessment practices and use of assessment data to make informed decisions that improve student learning; and uses this knowledge to promote appropriate strategies that support continuous and sustainable organizational improvement.

Knowledge: The teacher leader demonstrates knowledge of:

1. Design and selection of suitable evaluation instruments and effective assessment practices for a range of purposes.

2. Use of formative and summative data to inform the continuous improvement process.

3. Analysis and interpretation of data from multiple sources.

Performance: The teacher leader:

1. Informs and facilitates colleagues' selection or design of suitable evaluation instruments to generate data that will inform instructional improvement.

2. Models use of formative and summative data to inform the continuous improvement process.

3. Informs and facilitates colleagues' interpretation of data and application of findings from multiple sources (e.g., standardized assessments, demographics and other.

Standard 6: Improving Outreach and Collaboration with Families and Community - The teacher leader understands that families, cultures and communities have a significant impact on educational processes and student achievement and uses this knowledge to promote frequent and more effective outreach with families, community members, business and community leaders and other stakeholders in the education system.

Knowledge: The teacher leader demonstrates knowledge of:

1. Child development and conditions in the home, culture and community and their influence on educational processes.

2. Contextual considerations of the family, school, and community and their interaction with educational processes.

3. Effective strategies for involvement of families and other stakeholders as part of a responsive culture.

Performance: The teacher leader:

1. Develops colleagues' abilities to form effective relationships with families and other stakeholders.

2. Recognizes, responds and adapts to contextual considerations to create effective interactions among families, communities, and schools.

3. Improves educational outcomes by promoting effective interaction and involvement of teachers, families, and stakeholders in the educational process.

Standard 7: Advocating for Student Learning and the Profession - The teacher leader understands how educational policy is made at the local, state and national level as well as the roles of school leaders, boards of education, legislators and other stakeholders in formulating those policies; and uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning and to serve as an individual of influence and respect within the school, community and profession.

Knowledge: The teacher leader demonstrates knowledge of:

1. Effective identification and interpretation of data, research findings, and exemplary practices.

2. Alignment of opportunities with identified needs and how to synthesize information to support a proposal for educational improvement.

3. Local, state and national policy decisions and their influence on instruction.

4. The process to impact policy and to advocate on behalf of students and the community.

Performance: The teacher leader:

1. Identifies and evaluates needs and opportunities.

2. Generates ideas to effectively address solutions/needs.

3. Analyzes feasibility of potential solutions and relevant policy context.

4. Advocates effectively and responsibly to relevant audiences for realization of opportunities.

Idaho Standards for Teacher Librarians

In addition to the standards listed here, teacher librarians must meet Idaho Core Teacher Standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The school library is a classroom that serves as the instructional center of the school and needs the expertise of a professionally trained teacher librarian. The teacher librarian is an experienced classroom teacher with additional specialized training in the discipline of school librarianship.

In the rapidly evolving library landscape, teacher librarians promote and provide information literacy expertise in collaboration with the school community.

The management of a school library requires a special set of skills above and beyond those of a classroom teacher. Collection development and management, cataloging and resource sharing, technology use and maintenance, budgeting, ethical and effective information management, supervision of staff and volunteers, and providing ongoing professional development for staff are just some of the unique expectations for teacher librarians.

This document utilizes language and ideas adapted from the *Idaho Standards for Library Science Teachers* (2007) and the *ALA/AASL Standards for Initial Preparation of School Librarians* (2010).

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The teacher librarian is an effective teacher with knowledge of learners and learning.

2. The teacher librarian is aware of reading and information materials in a variety of formats that support the diverse developmental, cognitive, social, emotional, and linguistic needs of K-12 students and their communities.

3. The teacher librarian recognizes the importance of developmentally appropriate and challenging learning experiences.

Performance

1. The teacher librarian develops a collection of reading and information materials in a variety of formats that support the diverse developmental, cognitive, social, emotional, and linguistic needs of K-12 students and their communities.

2. The teacher librarian collaborates with all members of the learning community to help meet individual learner needs.

3. The teacher librarian supports the staff by locating and providing resources that enable members of the learning community to become effective users of ideas and information.

4. The teacher librarian, independently and in collaboration with other teachers, designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. The teacher librarian is aware of and respects the diverse cultures within the entire learning community.

2. The teacher librarian is aware of reading and information materials in a variety of formats that support the diverse cultural needs of K-12 students and their communities.

3. The teacher librarian recognizes the importance of culturally significant learning experiences.

Performance

1. The teacher librarian develops a collection of reading and information materials in a variety of formats that support the diverse cultures and communities of K-12 students.

2. The teacher librarian works with all members of the learning community to help determine and locate appropriate materials to respect their cultural diversity.

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher librarian has an understanding of evolving library spaces that provide a positive, productive learning environment, with enough time and space for all members of the learning community to access and utilize resources and technology.

2. The teacher librarian knows the importance of a balanced, organized, and varied library collection that supports curricula, fulfills diverse student, staff, and community needs, and brings a global perspective into the school environment.

Performance

1. The teacher librarian creates a positive environment to promote and model the habit of lifelong reading and learning.

2. The teacher librarian supports flexible, open access for library services.

3. The teacher librarian demonstrates the ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services.

4. The teacher librarian facilitates access to information in a variety of formats.

5. The teacher librarian organizes, allocates, and manages the library resources, facilities, and materials to foster a user-friendly environment.

6. The teacher librarian provides a respectful, positive, and safe climate.

7. The teacher librarian models and facilitates the effective use of current and emerging digital tools and technology.

8. The teacher librarian proactively manages the unpredictable traffic flow, accounting for academic visits, drop-in traffic, and patron visits during non-instructional times, enforcing school expectations while maintaining a positive climate.

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher librarian understands the documents and policies that promote intellectual freedom and freedom of expression.

2. The teacher librarian understands the concepts of information literacy (e.g., reading, information, media, computer, and visual literacies).

3. The teacher librarian is familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, pleasure, and lifelong learning.

4. The teacher librarian understands the process of cataloging and classifying library materials using professional library standards.

5. The teacher librarian understands the process of information retrieval and resource sharing.

6. The teacher librarian understands management techniques, including time management and supervision that ensure the efficient operation of the school library.

7. The teacher librarian understands the principles of basic budget planning and collection development (e.g., selection, processing, and discarding). The teacher librarian understands the grant application process.

8. The teacher librarian understands the importance of policies and procedures that support teaching and learning in school libraries.

Performance

1. The teacher librarian adheres to the legal and ethical tenets expressed in the ALA Policy on Confidentiality of Library Records, Privacy: An Interpretation of the Library Bill of Rights, and the ALA Code of Ethics.

2. The teacher librarian teaches and models the concepts of information literacy (e.g., reading, information, media, computer, and visual literacies).

3. The teacher librarian reads, recommends, and promotes a wide and diverse range of children's and young adult literature in multiple formats that reflect cultural diversity to foster habits of creative expression and support reading for information, pleasure, and lifelong learning.

4. The teacher librarian catalogs and classifies library materials using professional library standards.

5. The teacher librarian initiates and participates in resource sharing with public, academic, and special libraries, and with networks and library consortia.

6. The teacher librarian organizes, allocates, and manages the library resources, facilities, time, activities, and materials to provide a broad range of opportunities for learning.

7. The teacher librarian administers and trains staff to ensure an effective school library program.

8. The teacher librarian utilizes best practices to plan and budget resources in a fiscally responsible manner.

9. The teacher librarian uses professional publications that provide guidance in the selection of quality materials and to maintain current awareness of the emerging in the library field.

10. The teacher librarian develops, implement, and evaluate policies and procedures that support teaching and learning in school libraries.

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher librarian understands the scope and sequence of curricula, how they interrelate, and the information resources needed to support them.

2. The teacher librarian has a wide range of cross-curricular interests and a broad set of interdisciplinary research skills.

Performance

1. The teacher librarian participates on collaborative teaching teams as a peer or leader to integrate information skills, provide access to resources, and promote effective use of technology across the curriculum.

2. The teacher librarian models multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes.

3. The teacher librarian reads, recommends, and promotes a wide and diverse range of children's and young adult literature in multiple formats that reflect cultural diversity to foster habits of creative expression and support reading for information, pleasure, and lifelong learning.

4. The teacher librarian determines collection development needs based on a variety of input, including curricula, patron input, circulation statistics, and professional reading.

5. The teacher librarian promotes appropriate use of relevant and reliable information and instruction technologies.

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. The teacher librarian understands many methods of assessing the library program.

2. The teacher librarian has an awareness of a wide variety of formative and summative assessment strategies.

Performance

1. The teacher librarian communicates and collaborates with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission.

2. The teacher librarian makes effective use of data and information to assess how the library

program addresses the needs of diverse communities.

3. The teacher librarian collaborates with other teachers to create student assessment opportunities in a variety of formats.

Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher librarian understands how to develop and implement the school library mission, goals, objectives, policies, and procedures that reflect the mission, goals, and objectives of the school.

2. The teacher librarian understands effective principles of teaching and learning in collaborative partnership with other educators.

3. The teacher librarian acknowledges the importance of participating in curriculum development.

Performance

1. The teacher librarian develops and implements the school library mission, goals, objectives, policies, and procedures.

2. The teacher librarian identifies appropriate services, resources, and technology to meet diverse learning needs.

3. The teacher librarian includes a variety of reading and information materials in instruction and prompts students through questioning techniques to improve performance.

4. The teacher librarian collaborates with other teachers as they create, implement, and evaluate lessons, and models the use of information tools to meet the developmental and individual needs of diverse students.

5. The teacher librarian uses appropriate print and/or electronic instructional resources to design learning experiences.

6. The teacher librarian models, shares, and promotes effective principles of teaching and learning in collaborative partnership with other educators.

7. The teacher librarian engages in school improvement processes by offering professional development to other educators as it relates to library and information use.

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The teacher librarian understands how twenty-first century literacy skills support the learning needs of the school community.

2. The teacher librarian recognizes that the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources will support researching, learning, creating, and communicating in a digital society.

Performance

1. The teacher librarian designs and adapts relevant learning experiences that engage students in authentic learning through the use of digital tools and resources.

2. The teacher librarian stimulates critical thinking through the skillful use of questioning techniques, and guides students and staff in the selection of materials and information for reading, writing, viewing, speaking, listening, and presenting.

3. The teacher librarian provides opportunities to foster higher order thinking skills and metacognition.

4. The teacher librarian provides access to information from a variety of sources to enrich learning for students and staff.

5. The teacher librarian uses appropriate instructional resources in a variety of formats to design learning experiences.

6. The teacher librarian employs strategies to integrate multiple literacies with content curriculum.

7. The teacher librarian integrates the use of emerging technologies as a means for effective and creative teaching and to support K-12 students' conceptual understanding, critical thinking and creative processes.

8. The teacher librarian collaborates with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure K-12 students are able to create meaning from text.

9. The teacher librarian serves all members of the learning community as facilitator, coach, guide, listener, trainer, and mentor.

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher librarian understands the documents and policies that promote intellectual freedom and freedom of expression.

2. The teacher librarian understands the parameters of information access, resource sharing, and ownership based on principles of intellectual freedom and copyright guidelines.

3. The teacher librarian understands confidentiality issues related to library records.

4. The teacher librarian recognizes the importance of evaluating practice for improvement of the school library program.

Performance

1. The teacher librarian practices the ethical principles of the profession, advocates for intellectual freedom and privacy, and promotes and models digital citizenship and responsibility.

2. The teacher librarian educates the school community on the ethical use of information and ideas.

3. The teacher librarian uses evidence-based research to collect, interpret, and use data to improve practice in school libraries.

4. The teacher librarian models a strong commitment to the profession by participating in professional growth and leadership opportunities through membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources.

5. The teacher librarian uses professional publications to keep current in the field and to assist in the selection of quality materials.

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The teacher librarian understands various communication and public relations strategies.

2. The teacher librarian understands the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives.

3. The teacher librarian recognizes the value of sharing expertise with others in the field.

Performance

1. The teacher librarian models and promotes lifelong reading for purposes of seeking information, knowledge, pleasure, and learning.

2. The teacher librarian collaborates with colleagues to enhance the learning environment through improved communication techniques.

3. The teacher librarian works with colleagues to empower students with effective communication techniques and strategies.

4. The teacher librarian advocates for the school library program and the library profession.

5. The teacher librarian participates in decision-making groups to continually improve library services.

6. The teacher librarian participates on collaborative teaching teams as a peer or leader to integrate information skills, provide access to resources, and promote effective use of technology across the curriculum.

7. The teacher librarian demonstrates the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information.

8. The teacher librarian articulates the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives.

9. The teacher librarian identifies stakeholders within and outside the school community who impact the school library program.

10. The teacher librarian advocates for school library and information programs, resources, and services.

11. The teacher librarian seeks to share expertise with others through in-service, local conferences and other venues.

Idaho Foundation Standards for Visual and Performing Arts Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Visual and Performing Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structure of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the history and foundation of arts education.

2. The teacher understands the processes and content of the arts discipline being taught.

3. The teacher understands the relationships between the arts and how the arts enhance a comprehensive curriculum.

4. The teacher understands how to interpret, critique, and assess the arts discipline being taught.

5. The teacher understands the cultural and historical contexts surrounding works of art.

6. The teacher understands that the arts communicate, challenge, and influence cultural and societal values.

7. The teacher understands the aesthetic purposes of the arts and that arts involve a variety of perspectives and viewpoints (e.g., formalist, feminist, social, and political).

8. The teacher understands how to select and evaluate a range of artistic subject matter and ideas appropriate for students' personal and/or career interests.

Performance

1. The teacher provides students with a knowledge base of historical, critical, performance, and aesthetic concepts.

2. The teacher helps students create, understand, and become involved in the arts relevant to students' interests and experiences.

3. The teacher demonstrates technical and expressive proficiency in the particular arts discipline being taught.

4. The teacher helps students identify relationships between the arts and a comprehensive curriculum.

5. The teacher provides instruction to make a broad range of art genres and relevant to students.

6. The teacher instructs students in making interpretations and judgments about their own artworks and the works of other artists.

7. The teacher creates opportunities for students to explore a variety of perspectives and viewpoints related to the arts.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, subjects, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher understands state standards for the arts discipline being taught and how to apply those standards in instructional planning.

2. The teacher understands that the processes and tools necessary for communicating ideas in the arts are sequential, holistic, and cumulative.

Performance

1. The teacher incorporates state standards for the arts discipline in his or her instructional planning.

2. The teacher demonstrates that the processes and uses of the tools necessary for the communication of ideas in the arts are sequential, holistic, and cumulative.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge

1. The teacher understands assessment strategies specific to the creative process.

2. The teacher understands the importance of providing appropriate opportunities for students to demonstrate what they know and can do in the arts.

3. The teacher understands how arts assessments enhance evaluation and student performance across a comprehensive curriculum (e.g., portfolio, critique, performance/ presentation).

Performance

1. The teacher assesses students' learning and creative processes as well as finished products.

2. The teacher provides appropriate opportunities for students to display, perform, and be assessed for what they know and can do in the arts.

3. The teacher provides a variety of arts assessments to evaluate student performance.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher understands the importance of continued professional growth in his or her discipline.

Performance

1. The teacher contributes to his or her discipline (e.g., exhibits, performances, publications, and presentations).

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher understands appropriate administrative, financial, management, and organizational aspects specific to the school/district arts program and its community partners.

2. The teacher understands the unique relationships between the arts and their audiences.

Performance

1. The teacher promotes the arts for the enhancement of the school and the community.

2. The teacher selects and creates art exhibits and performances that are appropriate for different audiences.

Standard 11: Learning Environment - The teacher creates and manages a safe, productive learning environment.

Knowledge

1. The teacher knows the procedures for safely handling, operating, storing, and maintaining the tools and equipment appropriate to his or her art discipline.

2. The teacher understands the use and management of necessary performance and exhibit technologies specific to his or her discipline.

Performance

1. The teacher ensures that students have the skills and knowledge necessary to accomplish art task safety.

2. The teacher manages the simultaneous activities that take place daily in the arts classroom.

3. The teacher operates and manages necessary performance and exhibit technology specific to

his or her discipline in a safe manner.

Idaho Standards for Drama Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Drama Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows the history of theater as a form of entertainment and as a societal influence.

2. The teacher knows the basic theories and processes of play writing.

3. The teacher understands the history and process of acting and its various styles.

4. The teacher understands the elements and purpose of design and technologies specific to the art of theater (e.g., set, make-up, costume, lighting, and sound).

5. The teacher understands the theory and process of directing theater.

Performance

1. The teacher incorporates various styles of acting techniques to communicate character and to honor the playwright's intent.

2. The teacher supports individual interpretation of character, design, and other elements inherent to theater.

3. The teacher demonstrates proficiency in all aspects of technical theatre.

4. The teacher is able to direct shows for public performance.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Standard 11: Learning Environment- The teacher creates and manages a safe, productive learning environment.

Knowledge

1. The teacher understands how to safely operate and maintain the theatre facility.

2. The teacher understands how to safely operate and maintain technical theatre equipment.

3. The teacher understands OSHA and State Safety standards specific to the discipline.

4. The teacher understands how to safely manage the requirements unique to the drama classroom (e.g. stage combat, choreography, blocking, rigging, etc.)

Performance

1. The teacher can safely operate and maintain the theatre facility.

2. The teacher can safely operate and maintain technical theatre equipment.

3. The teacher employs OSHA and State Safety standards specific to the discipline.

4. The teacher can safely manage the requirements unique to the drama classroom (e.g. stage combat, choreography, blocking, rigging, etc.)

Idaho Standards for Music Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Music Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language has been written by a committee of content experts and adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge: The teacher understands and knows how to teach:

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

Performance: The teacher is able to demonstrate and teaches:

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher understands and knows how to design a variety of musical learning opportunities for students that demonstrate the sequential, holistic, and cumulative processes of music education.

Performance

1. The teacher is able to teach and engage students in a variety of musical learning opportunities that demonstrate the sequential, holistic, and cumulative processes of music education

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Visual Arts Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Visual Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that are consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands a variety of media, styles, and techniques in multiple art forms.

2. The teacher has knowledge of individual artists' styles and understands the historical movements and cultural contexts of those works.

3. The teacher understands the elements and principles of art and how they relate to quality in works of art.

4. The teacher understands art vocabulary, its relevance to art interpretation, its relationship to other art forms and to disciplines across the curriculum.

5. The teacher understands how to use the creative process (brainstorm, research, rough sketch, final product, and reflection) and how to write an artist's statement.

6. The teacher understands the value of visual art as an expression of our culture and possible career choices.

Performance

1. The teacher applies a variety of media, styles, and techniques in multiple art forms.

2. The teacher instructs students in individual artist styles and understands historical movements and cultural context of the those work

3. The teacher applies the elements and principles of art and how they relate to quality in works of art.

4. The teacher applies art vocabulary, its relevance to art interpretation, and relationship to other art forms and to disciplines across the curriculum

5. The teacher demonstrates how to use the creative process (brainstorm, research, rough sketch, final product) and how to write an artist statement.

6. The teacher creates an emotionally safe environment for individual interpretation and expression in the visual arts.

7. The teacher makes reasoned and insightful selections of works of art to support teaching goals.

8. The teacher provides opportunities for students to collect work over time (portfolio) to reflect on their progress, and to exhibit their work.

9. The teacher creates opportunities for students to realize the value of visual art as an expression of our culture and possible career choices.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for World Languages Teachers

All teacher candidates are expected to meet or exceed the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the World Languages Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that assures attainment of the standards and is consistent with its conceptual framework.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* *This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the disciplines taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for listening, speaking, reading, and writing.

2. The teacher knows the target culture(s) in which the language is used.

3. The teacher understands key linguistic structures particular to the target language and demonstrates the way(s) in which they compare to English communication patterns.

4. The teacher knows the history, arts, and literature of the target culture(s).

5. The teacher knows the current social, political, and economic realities of the countries related to the target language.

6. The teacher understands how the U.S. culture perceives the target language and culture(s).

7. The teacher understands how the U.S. is perceived by the target language culture(s).

8. The teacher understands the stereotypes held by both the U.S. and target cultures and the impacts of those beliefs.

Performance

1. The teacher demonstrates advanced level speaking, reading and writing proficiencies as defined in the ACTFL Proficiency Guidelines established by the American Council on the Teaching of Foreign Languages.

2. The teacher incorporates into instruction the following activities in the target language: listening, speaking, reading, writing, and culture.

3. The teacher promotes the value and benefits of world language learning to students, educators, and the community.

4. The teacher uses the target language extensively in formal, informal, and conversational contexts and provides opportunities for the students to do so.

5. The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that simulate real-life situations.

6. The teacher systematically incorporates culture into instruction.

7. The teacher incorporates discussions of the target culture's contributions to the students' culture and vice-versa.

8. The teacher encourages students to understand that culture and language are intrinsically tied.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands that the process of second language acquisition includes the interrelated skills of listening, speaking, reading, and writing.

2. The teacher understands that cultural knowledge is essential for the development of second language acquisition.

3. The teacher understands the skills necessary to create an instructional environment that encourages students to take the risks needed for successful language learning.

4. The teacher knows the methodologies and theories specific to second language acquisition.

5. The teacher knows university/college expectations of world languages and the life-long benefits of second-language learning.

Performance

1. The teacher uses a variety of instructional strategies that incorporate culture, listening, reading, writing and speaking in the target language.

2. The teacher integrates cultural knowledge into language instruction.

3. The teacher builds on the language learning strengths of students rather than focusing on their weaknesses.

4. The teacher uses cognates, expressions, and other colloquial techniques common to English and the target language to help further the students' understanding and fluency.

5. The teacher explains the world language entrance and graduation requirements at national colleges/universities and the general benefits of second language learning.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Knowledge

1. The teacher understands that gender, age, socioeconomic background, ethnicity, sexual orientation, religious beliefs and other factors play a role in how individuals perceive and relate to their own culture and that of others.

2. The teacher understands that students' diverse learning styles affect the process of second-language acquisition.

Performance

1. The teacher plans learning activities that enable students to grasp the significance of language and cultural similarities and differences.

2. The teacher differentiates instruction to incorporate the diverse needs of the students' cognitive, emotional and psychological learning styles.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

1. The teacher understands that world language~~s~~ methodologies continue to change in response to emerging research.

2. The teacher understands instructional practices that balance content-focused and form-focused learning.

3. The teacher knows instructional strategies that foster higher-level thinking skills such as critical- thinking and problem solving.

Performance

1. The teacher uses a variety of instructional strategies based on current research to enhance students' understanding of the target language and culture.

2. The teacher remains current in second-language pedagogy by means of attending conferences, maintaining memberships in professional organizations, reading professional journals, and/or on-site and on-line professional development opportunities.

3. The teacher incorporates a variety of instructional tools such as technology, local experts, and on-line resources to encourage higher-level thinking skills.

Standard 5: Classroom Motivation and Management Skills - Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self- motivation

Knowledge

1. The teacher understands that, due to the nature of second-language acquisition, students need additional instruction in positive group/pair work and focused practice.

2. The teacher knows current practices of classroom management techniques that successfully allow for a variety of activities, such as listening and speaking, that take place in a world language classroom.

Performance

1. The teacher implements classroom management techniques that use current research-based practices to facilitate group/pair interactions and maintain a positive flow of instruction.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom

Knowledge

1. The teacher understands of the extension and broadening of previously gained knowledge in order to communicate clearly in the target language.

Performance

1. The teacher uses a variety of techniques to foster fluency within the target language such as dialogues, songs, open-ended inquiry, non-verbal techniques, guided questions, modeling, role-playing, and storytelling.

Standard 7: Instructional Planning Skills -The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

1. The teacher understands how to incorporate the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.

2. The teacher knows how to design lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines that enhance student understanding of the target language and culture.

3. The teacher knows how to design lesson plans that incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

Performance

1. The teacher incorporates the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.

2. The teacher designs lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines, which enhance student understanding of the target language and culture.

3. The teacher designs lesson plans which incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

Standard 8: Assessment of Student Learning -The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. The teacher understands the ACTFL Proficiency Guidelines for listening, speaking, reading, and writing.

2. The teacher has the skills to assess proficiency in listening, speaking, reading, writing and culture, which is based on a continuum.

3. The teacher understands the importance of assessing the content and the form of communication.

Performance

1. The teacher motivates the students to reach level-appropriate proficiency based on ACTFL Proficiency Guidelines for listening, speaking, reading, writing, and culture.

2. The teacher employs a variety of ways to assess listening, speaking, reading, writing, and culture, using both formative and summative assessments.

3. The teacher constructs and uses a variety of formal and informal assessment techniques, including tests in the primary and target languages, to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.

4. The teacher appropriately assesses for both the content and form of communication.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher knows about career and other life-enriching opportunities available to students proficient in world languages.

2. The teacher knows how to provide opportunities for students and teachers to communicate with native speakers.

3. The teacher is able to communicate to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.

4. The teacher understands the effects of second language study on first language.

Performance

1. The teacher informs students and the broader community of career opportunities and personal enrichment that proficiency in a second language provides in the United States and beyond its borders.

2. The teacher provides opportunities for students to communicate with native speakers of the target language in person or via technology.

3. The teacher encourages students to participate in community experiences related to the target culture.

4. The teacher communicates to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.

Glossary of Terms

ACTFL Proficiency Guidelines - a nationally developed and agreed upon set of descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability. These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired.
http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

American Council of Teachers of Foreign Languages (ACTFL) - an organization for world language professionals of K-12 and higher education

Content-Based Instruction (CBI) - a method of teaching language where content is a means to language acquisition, and supports proficiency with challenging, informative, and complex communication

Critical thinking - an intellectually disciplined process of actively and skillfully applying, analyzing, synthesizing, and or evaluating information, which in its exemplary form transcends subject matter disciplines

Form-Focused Instruction (FFI) - attention to the formal aspects of language (grammar, spelling, intonation, etc.) and is a cognitive approach to language learning which holds that second language proficiency resides in both rule-based and exemplar-based knowledge. Rule-based knowledge consists of linguistic rules and is form-oriented, whereas the exemplar-based system consists of chunks of language: instances of language that are unanalyzed and stored as a whole in our memories.

Scaffolding - a process that enables a student to solve a problem, carry out a task, or achieve a goal which otherwise would be beyond his or her unassisted efforts including instructional, procedural, and verbal techniques. See Zone of Proximal Development (ZPD)

Zone of Proximal Development (ZPD) - the distance or cognitive gap between what a learner can do without assistance and what that learner can do with a more capable peer or skilled adult, a locus for scaffolding

Other Teacher Endorsement Areas

Several teacher endorsement areas were not individually addressed in the current standards (refer to list below), given the small number of courses offered in these specific areas.

To be recommended for endorsement in these content areas, a candidate must meet the Idaho Core Teacher Standards and any current standards of their professional organization(s).

Content/Endorsement Areas

- Humanities *
- Psychology
- Sociology

** The Idaho Standards for the Initial Certification of Teachers address content areas traditionally categorized as humanities requirements for students (e.g. music, drama, art, foreign language).*

Idaho Foundation Standards for the Preparation of School Administrators

All school administrators, including principals, special education directors, and superintendents, must meet the following Idaho Foundation Standards for School Administrators and the standards specific to their certification area at the "acceptable" level or above.

The following knowledge and performance statements for the Foundation Standards for School Administrators are widely recognized, but not all-encompassing or absolute, indicators that School Administrator candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of preparation programs to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the School Administrator's profession is their disposition. Professional dispositions are how the Administrator views the education profession, their content area, and/or students and their learning. Every preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for Administrator dispositions.

** This language was written by a committee of content experts and has been adopted verbatim. These standards are grounded in the Educational Leadership Policy Standards: ISLLC (Interstate School Leaders Licensure Consortium) 2008, as adopted by the National Policy Board for Education Administration.*

School Climate

An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

Standard 1: School Culture - The School Administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors.

Knowledge: The School Administrator:

1. Understands the importance of eliciting feedback that measures the school and community perceptions.

2. Understands laws and policies regarding school safety and prevention by creating a detailed school safety plan, which addresses potential physical and emotional threats.

3. Understands disciplinary policies and multiple strategies for intervention that occur prior to removal of students.

4. Understands methods for responding to conflict.

Performance: The School Administrator:

1. Demonstrates ability to disaggregate school climate data to collaboratively engage faculty, staff, students, and parents in identifying concerns or threats to school safety.

2. Demonstrates ability to proactively engage staff in conflict resolution.

3. Demonstrates ability to establish rules and related consequences designed to keep students safe.

4. Demonstrates ability to individually and/or collaboratively monitor school climate by gathering data about student and staff perceptions.

5. Demonstrates ability to connect appropriate strategies and solutions to known barriers to promote a school culture of excellence, equity, and safety across all school settings.

6. Demonstrates ability to use data to monitor and improve school climate.

7. Demonstrates ability to collaborate with instructional staff and parents in creating opportunities to safely examine and address barriers to a school culture, embracing diversity.

Standard 2: Communication - The School Administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.

Knowledge: The School Administrator:

1. Understands the importance of making organizational decisions based upon the mission and vision of the school and district.

2. Understands effective communication strategies.

3. Understands the importance of the school improvement plan and adjusting it based on data, including input from district and school staff.

Performance: The School Administrator:

1. Demonstrates ability to develop and monitor school goals, programs, and actions to ensure that they support the school's vision and mission.

2. Demonstrates ability to develop and facilitate a clear, timely communication plan across the school's departments to support effective and efficient school operations.

3. Demonstrates ability to lead and engage school staff and stakeholders, using multiple communication strategies.

4. Demonstrates ability to ensure that stakeholders have meaningful input in the school's vision and mission, aligning with academic and social learning goals for students.

Standard 3: Advocacy - The School Administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement.

Knowledge: The School Administrator:

1. Understands the importance of inviting community input and using the input to inform decisions

2. Understands cultural diversity and its importance in the schools learning community.

Performance: The School Administrator:

1. Demonstrates the ability to develop and implement opportunities for involving community in school activities that support teaching and learning.

2. Demonstrates the ability to promote appreciation and understanding of diverse cultural opportunities and integrate them in the schools learning community.

Collaborative Leadership

An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

Standard 4: Shared Leadership - The School Administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.

Knowledge: ***The School Administrator:***

1. Understands the importance of providing staff equal access to opportunities for learning, leadership, and advancement.

2. Understands the importance of developing and implementing distributed leadership as part of the process of shared governance.

3. Understands the importance of developing and using Professional Learning Plans to encourage professional growth and expand competencies.

Performance: ***The School Administrator:***

1. Demonstrates the ability to use Professional Learning Plans to provide feedback on professional behavior to teachers and other staff and remediates behavior as needed.

2. Demonstrates the ability to create structured opportunities for instructional staff and other staff to expand leadership through the use of reflections, mentoring, feedback, and learning plans.

Standard 5: Priority Management - The School Administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

Knowledge: The School Administrator:

1. Understands the importance of prioritizing the use of school time to ensure that staff activities focus on improvement of student learning and school culture.

2. Understands the importance of prioritizing school time to ensure that student activities are focused on high leverage activities and school priority areas as delineated by the School Improvement Plan.

3. Applies project management to systems throughout the school and systematic monitoring and collaboration with stakeholders.

4. Understands the importance of clear and consistent processes and systems to manage change.

5. Understands the importance of school staff and other stakeholders adhering to established processes and procedures.

Performance: The School Administrator:

1. Demonstrates the ability to manage projects using lists of milestones and deadlines, and document the impact of change.

2. Demonstrates the ability to apply project management to systems and systematically monitor and collaborate with stakeholders.

Standard 6: Transparency - The School Administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.

Knowledge: The School Administrator:

1. Understands emerging issues and trends impacting families, school, and community.

2. Understands available resources in the community.

3. Understands the value of transparency regarding decision making and the allocation of resources.

4. Understands the importance of seeking input from stakeholders and takes all perspectives into consideration when making decisions.

Performance

1. Provides rationale for decisions regarding the allocation of resources.

2. Develops a plan that solicits input from all stakeholders to create and sustain a culture of collaboration, trust, learning, and high expectation.

Standard 7: Leadership Renewal - The School Administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

Knowledge: ***The School Administrator:***

1. Understands the roles of leadership.

2. Understands the impact of education on personal and professional opportunities, social mobility, and a democratic society.

3. Understands the political, social, cultural, and economic systems and processes that support and impact education.

4. Understands effective models and strategies of leadership as applied to the larger political, social, cultural, and economic contexts of education.

Performance: ***The School Administrator:***

1. Creates and implements an individual professional learning plan.

2. Enhances leadership skills through collaboration with colleagues and professional development.

3. Uses feedback, surveys, and evaluations that inform professional development and improve professional practice by consistently monitoring progress.

4. Communicates results of self-reflection after evaluating his/her own practice and consults with evaluator, adjusting accordingly.

5. Uses self-reflection and data that are aligned to school and district vision and/or needs to drive improvement in leadership skills, school culture, and student learning.

Standard 8: Accountability – The School Administrator establishes high standards for professional, legal, ethical, and fiscal accountability.

Knowledge: The School Administrator:

1. Understands operational policies and procedures.

2. Understands human resources management.

3. Understands sound fiscal operations principles and issues.

4. Understands facilities maintenance and principles regarding use of space and educational suitability.

5. Understands legal issues impacting personnel, management, and operations.

6. Understands ethical frameworks and perspectives.

7. Understands the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.

8. Understands policies and laws related to school and district.

Performance: The School Administrator:

1. Demonstrates the ability to create a site budget that allocates available fiscal, personnel, space, and material resources in an appropriate legal and equitable manner.

2. Demonstrates the ability to develop a budget that appropriately utilizes federal funds and grant allocations.

Instructional Leadership

An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

Standard 9: Innovation – The School Administrator seeks and implements innovative and effective solutions that comply with general and special education law.

Knowledge: The School Administrator:

1. Understands that each student can learn and that varied and data-informed learning goals are an important part of the process.

2. Understands the principles of effective instruction, differentiated instruction, learning theories, motivation strategies, and positive classroom management.

3. Understands student growth and development.

4. Understands adult learning and professional development.

5. Understands the change process for systems, organizations, and individuals.

6. Understands the essential role of technology in education.

Performance: The School Administrator:

1. Provides opportunities for staff to utilize research based strategies to refine curriculum implementation and encourage purposeful innovation.

2. Engages instructional staff in collaborative analysis to plan for continuous academic improvement.

3. Ensures innovation adheres to all local, state, and federal laws and policies and regulations.

Standard 10: Instructional Vision - The School Administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

Knowledge: The School Administrator:

1. Understands that each student can learn and that varied and data-informed learning goals are an important part of the process.

2. Understands how to enhance the school culture and instructional programs through research, best practice, and curriculum design.

3. Understands the effective use of assessment and evaluation.

4. Understands how to develop, implement, and evaluate co-curricular and extracurricular programs that enhance student growth and character development.

Performance: The School Administrator:

1. Provides time, space, and opportunities for instruction.

2. Ensures instruction is aligned to adopted curriculum and Idaho content standards including provisions for time and resources.

3. Promotes an instructional vision that includes the process of curriculum alignment in collaboration with a systematic, continuous process to fully align the curriculum horizontally and vertically with the standards.

4. Creates an action plan for instructional improvement designed to increase student achievement.

Standard 11: High Expectations - The School Administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

Knowledge: The School Administrator:

1. Understands the difference between, and the appropriate use of formative and summative assessments.

2. Understands the process for developing common formative benchmark assessments or rubrics.

3. Understands how to use data to guide student instruction and tiered intervention.

4. Understands how to identify at risk students.

5. Understands the laws and regulations associated with special student populations.

6. Understands the importance of collaboration and the critical role principals play in establishing high expectations for student learning.

7. Understands the role that frequent collaboration plays in analyzing student growth data to identify critical content achievement gaps.

8. Understands various intervention strategies to be implemented to close achievement gaps.

9. Understands multiple methods for monitoring and documenting instructional practices including behavioral supports.

10. Understands the importance of implementing a comprehensive approach to learning that integrates researched based practices to address the whole child.

11. Understands essential components in the development and implementation of individual education programs, adhering to state and federal regulations.

Performance: The School Administrator:

1. Uses data to guide instruction and develop/implement appropriate interventions and student improvement plans.

2. Has used observation and evaluation methods to supervise instructional personnel.

3. Conducts student response teams that integrate research based practices to address the whole child and also seeks advice of psychologists, nurses, social workers, learning disabilities and gifted and talented specialists, speech and language pathologists, and other experts who can help address student needs.

Standard 12: Continuous Improvement of Instruction – The School Administrator uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. The School Administrator also aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.

Knowledge: The School Administrator:

1. Understands that the evaluation process is used to improve instructional practice.

2. Understands the use of multiple measures of student performance data to improve classroom instruction.

3. Understands the role of professional learning plans during the evaluation process, using self-reflection, student growth goals and formative and summative conversations at the beginning and ending of the year to improve teacher effectiveness.

Performance: The School Administrator:

1. Collaborates with staff and teachers to create individualized professional learning plans and encourages staff to incorporate reflective goal setting practices prior to the school year.

2. Collects formative assessment and student growth data during the course of the school year to inform summative evaluation and instructional goal setting.

3. Uses data to inform school wide professional development.

Standard 13: Evaluation – The School Administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching.

Knowledge: The School Administrator:

1. Understands laws and policies governing staff evaluation.

2. Understands the Idaho adopted framework for teaching.

3. Understands differentiated tools for evaluation of all staff.

4. Understands effective instructional supervision, evaluation, and due process.

Performance: The School Administrator:

1. Assesses all staff performance with accuracy and consistency.

2. Creates processes to provide formative and summative evaluation feedback to staff and teachers, informing them of the effectiveness of their classroom instruction and ways to improve their instructional practices using data to inform professional development.

Standard 14: Recruitment and Retention - The School Administrator recruits and maintains a high quality staff.

Knowledge: The School Administrator:

1. Understands laws regarding highly qualified requirements for teachers.

2. Understands laws and policies governing hiring and retaining personnel.

3. Understands multiple interview strategies and techniques for hiring teachers.

4. Understands the process and research based practices of mentoring.

Performance: The School Administrator:

1. Demonstrates appropriate use of hiring procedures in accordance with accepted practices/policies.

2. Creates a model for an effective school environment where staff is valued, teams are supported, and achievements are consistently celebrated.

3. Creates a comprehensive mentoring or coaching program designed to provide systems where teachers are supported in an individualized mentoring or coaching program.

Idaho Standards for School Superintendents

In addition to the standards listed here, school superintendents must meet Idaho Foundation Standards for School Administrators as they apply to the superintendency.

**This language was written by a committee of content experts and has been adopted verbatim.*

School Climate
An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

Collaborative Leadership
An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

Instructional Leadership
An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

Standard 1: Superintendent Leadership - The superintendent is the catalyst and the advocate for an effective school community; demonstrates an enhanced knowledge, thorough understanding, and performance within all six standards listed in the Idaho Foundation Standards for School Administrators; and is prepared to lead a school system with increasing organizational complexity.

Knowledge

1. The superintendent understands the dynamics of systemic change within school districts.

2. The superintendent understands the importance of questioning, innovation, and innovative thinking in order to create new educational cultures and maximize system efficiency, effectiveness, and accountability.

3. The superintendent knows the breadth of P-12 curriculum and instructional programs.

4. The superintendent knows the importance of planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.

5. The superintendent understands how to facilitate processes and activities to establish and maintain an effective and efficient governance structure for school districts.

6. The superintendent knows the role of local, regional, state, national and international partnerships in the development of educational opportunities and support services for students.

7. The superintendent understands the district's role in and responsibility for employee induction, career development, and enhancement.

8. The superintendent understands the organizational complexity of school districts, drawing from systems and organizational theory.

9. The superintendent understands the dynamics of collective bargaining, mediation, arbitration, and contract management.

10. The superintendent knows the importance of district-wide policy development and effective implementation.

11. The superintendent understands the responsibility and need to promote strategies for continuous reassessment and improved performance for each student, school, and the district as a whole.

12. The superintendent understands the responsibility and need for planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.

13. The superintendent understands the importance of developing and fostering a productive relationship with the board.

14. The superintendent understands importance of working effectively in the political environment at district, local, and state levels.

Performance

1. The superintendent promotes district-wide innovation and change through the application of a systems approach.

2. The superintendent facilitates processes and engages in activities to promote an effective and efficient governance structure for school districts.

3. The superintendent fosters, creates, and sustains local, regional, state, national, and international partnerships as needed to enhance the opportunities for all learners.

4. The superintendent creates a system by which all employees have opportunities to seek career development and enhancement.

7. The superintendent advises the board of trustees on legal, ethical, and current educational issues and provides/encourages ongoing professional development.

8. The superintendent works effectively within the organizational complexity of school districts.

9. The superintendent develops and monitors the system for policy development and implementation in all facets of district operations.

10. The superintendent develops and implements effective plans to manage district fiscal, capital, and human resources.

Standard 2: Communication - The administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.

Standard 3: Advocacy - The administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement. T

Standard 4: Shared Leadership - The administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.

Standard 5: Priority Management - The administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

Standard 6: Transparency - The administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.

Standard 7: Leadership Renewal - The administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

Standard 8: Accountability - The administrator establishes high standards for professional, legal, ethical, and fiscal accountability.

Standard 9: Innovation - The administrator seeks and implements innovative and effective solutions that comply with general and special education law.

Standard 10: Instructional Vision - The administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

Standard 11: High Expectations - The administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

Standard 12: Continuous Improvement of Instruction - The administrator uses teacher/ administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. The administrator also aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.

Standard 13: Evaluation - The administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching.

Standard 14: Recruitment and Retention - The administrator recruits and maintains a high quality staff.

Idaho Standards for Special Education Directors

In addition to the standards listed here, special education directors must meet Idaho Foundation Standards for School Administrators as they apply to special education directors.

* *This language was written by a committee of content experts and has been adopted verbatim.*

School Climate
An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

Collaborative Leadership
An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

Instructional Leadership
An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

Standard 1: School Culture - The administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors.

Standard 2: Communication - The administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.

Standard 3: Advocacy - The administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement. T

Standard 4: Shared Leadership - The administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.

Standard 5: Priority Management - The administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

Knowledge

1. The special education director knows about curriculum, instruction, school activities, and environments to increase program accessibility for students with special needs.

2. The special education director understands the special education processes and procedures required by federal and state laws and regulations and by school district policies.

3. The special education director understands how to manage workflow and access resources to meet the needs of staff, students, and parents.

4. The special education director understands the use of technology in referral processes, ~~IEP~~ Individual Education Plan development, and records management.

Performance

1. The special education director advocates for and implements curriculum, instruction, activities, and school environments that are accessible to special populations.

2. The special education director implements the special education processes and procedures required by federal, state and school district policies.

3. The special education director advocates for, seeks, and directs resources to meet staff, student and parent needs.

Standard 6: Transparency - The administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.

Standard 7: Leadership Renewal - The administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

Standard 8: Accountability - The administrator establishes high standards for professional, legal, ethical, and fiscal accountability.

Standard 9: Innovation - The administrator seeks and implements innovative and effective solutions that comply with general and special education law.

Standard 10: Instructional Vision - The administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

Knowledge

1. The special education director understands the concept and best practices of least restrictive environment.

2. The special education director understands the importance of post-school outcomes and articulates a full range of services and supports for students with disabilities ages three to twenty-one to maximize their potential.

3. The special education director understands the importance of collaboration to provide general education targeted interventions.

Performance

1. The special education director collaborates with community, staff, and students to explain and implement the concepts and goals of best practice in the least restrictive environment.

2. The special education director engages in district planning processes that cultivate a shared vision for meeting the needs of all learners.

Standard 11: High Expectations - The administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

Standard 12: Continuous Improvement of Instruction - The administrator uses teacher/ administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. The administrator aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.

Knowledge

1. The special education director knows instructional and behavioral strategies for meeting the needs of special populations.

2. The special education director knows how to plan, write, implement, and access Individual Education Programs.

3. The special education director understands the role of assistive and adaptive technology and related services in instruction.

4. The special education director understands community-based instruction and experiences for students.

5. The special education director understands how to use data to determine instructional needs and to develop professional training to meet those needs.

6. The special education director understands statewide assessment policies.

Performance

1. The special education director serves as a resource for staff and administration concerning instructional and behavioral strategies for meeting the needs of special populations as well as allocating appropriate resources.

2. The special education director ensures that data is used to provide appropriate individualized educational programs and supports, and develops and implements services in school and community environments.

3. The special education director ensures the fulfillment of federal and state requirements related to the instruction and assessment of special populations.

Standard 13: Evaluation - The administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching.

Standard 14: Recruitment and Retention - The administrator recruits and maintains a high quality staff.

Idaho Standards for School Counselors

The purpose of the standards for school counselors is to promote,–enhance, and maximize the learning process. To that end, the school counselor standards facilitate school counselor performance in three broad domains: Academic Development, Career Development, and Personal/Social Development. The domains follow the 2012 American School Counselor Association (ASCA) model and are embedded within each standard as described below. All school counselor candidates are expected to meet the Idaho Standards for School Counselors as endorsed by their institution.

The following knowledge and performance statements for the School Counselors Standards are widely recognized, though not all-encompassing or absolute, indicators that School Counselors have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of preparation programs to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

Standard 1: School Counseling Programs - School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program.

Knowledge - School counselors should articulate and demonstrate an understanding of:

1. The organizational structure and governance of the American educational system, as well as cultural, political and social influences on current educational practices.

2. The organizational structure and components of an effective school counseling program.

3. Barriers to student learning and use of advocacy and data-driven school counseling practices.

4. Leadership principles and theories.

5. Individual counseling, group counseling and classroom instruction.

6. Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders.

7. Principles of school counseling, including prevention, intervention, wellness, education, multiculturalism, and advocacy.

8. Assessments relevant to K-12 education.

Performance - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

1. Planning, organizing, implementing and evaluating a school counseling program.

2. Applying the school counseling themes of leadership, advocacy, collaboration and systemic change.

3. Using technology effectively and efficiently to plan, organize, implement and evaluate the comprehensive school counseling program.

4. Multicultural, ethical and professional competencies.

5. Identification and expression of professional and personal qualities and skills of effective leaders.

6. Advocacy for student success.

7. Collaboration with parents, teachers, administrators, community leaders and other stakeholders to promote and support student success.

Standard 2: Foundations - School counselors should possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program.

Knowledge - School counselors should articulate and demonstrate an understanding of:

1. Beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level.

2. Educational systems, philosophies and theories, and current trends in education, including federal and state legislation.

3. Learning theories.

4. History and purpose of school counseling, including traditional and transformed roles of school counselors.

5. Human development theories and developmental issues affecting student success.

6. District, state, and national student standards and competencies.

7. Legal and ethical standards and principles of the school counseling profession and educational systems, including state, district and building policies.

8. The three domains of academic achievement, career planning and personal/social development.

Performance - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

1. Development of the beliefs, vision, and mission of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level.

2. The use of student standards, such as district, state, or national standards, to drive the implementation of a comprehensive school counseling program.

3. Application of the ethical standards and principles of the school counseling profession and adhering to the legal aspects of the role of the school counselor and the Code of Ethics for Idaho Professional Educators.

4. Responsible advocacy for school board policy, as well as local, state and federal statutory requirements in students' best interests.

5. Practices within the ethical and statutory limits of confidentiality.

Standard 3: Management - School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a school counseling program.

Knowledge - School counselors should articulate and demonstrate an understanding of:

1. Leadership principles, including sources of power and authority, and formal and informal leadership.

2. Organization theory to facilitate advocacy, collaboration and systemic change.

3. Presentation skills for programs such as teacher in-services, parent workshops and presentation of results reports to school boards.

4. Time management, including long- and short-term management, using tools such as schedules and calendars.

5. Data-driven decision making.

6. Current and emerging technologies such as use of the Internet, Web-based resources and information management systems.

Performance - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

1. Self-evaluation of his/her own competencies in order to formulate an appropriate professional development plan.

2. The ability to access or collect relevant data to monitor and improve student behavior and achievement.

3. The capability to create calendars to ensure the effective implementation of the school counseling program.

4. Coordination of activities that establish, maintain and enhance the school counseling program.

Standard 4: Delivery - School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a school counseling program.

Knowledge - School counselors should articulate and demonstrate an understanding of:

1. The distinction between direct and indirect student services.

2. Counseling theories and techniques in different settings, such as individual planning, group counseling and classroom lessons.

3. Classroom management.

4. Principles of career and post-secondary planning.

5. Principles of working with various student populations based on characteristics, such as ethnic and racial background, English language proficiency, special needs (IEP and 504 Plans), religion, gender and income.

6. Responsive services (counseling and crisis response) including grief and bereavement.

7. How diagnoses and/or medication affects the personal, social, and academic functioning of students.

Performance - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

1. Creation and presentation of a developmental school counseling curriculum addressing all students' needs based on student data.

2. Classroom management and instructional skills.

3. Encouragement of staff involvement to ensure the effective implementation of the school counseling curriculum.

4. The ability to build effective, high-quality student support programs.

5. Development of strategies to implement individual student planning, which may include strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition or post-secondary planning.

6. The capability to provide responsive services, such as individual/small-group counseling and crisis response.

7. Participation as member of the crisis team providing assistance to the school and community in a crisis.

8. Development of a list of community agencies and service providers for student referrals and understanding how to make referrals to appropriate professionals when necessary.

9. Partnerships with parents, teachers, administrators and education stakeholders for student achievement and success.

10. The ability to conduct in-service training or workshops for other stakeholders to share school counseling expertise.

11. Understanding and knowledge regarding how to provide supervision for school counseling interns consistent with the principles.

12. Skills to critically examine the connections between social, familial, emotional, and behavioral problems and academic achievement.

Idaho Standards for School Nurses

The following knowledge and performance statements for the School Nurse Standards are widely recognized, but not all-encompassing or absolute, indicators that school nurse candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a school nurse preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the school nursing profession is a candidate's disposition. Professional dispositions are how the School Nurse candidate views their profession, their content area, and/or students and their health and learning. Every School Nurse preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Nurse candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Quality Assurance - The school nurse understands how to systematically evaluate the quality and effectiveness of school nursing practice.

Knowledge

1. The school nurse understands the professional, state, and local policies, procedures, and practice guidelines that impact the effectiveness of school nursing practice within the school setting.

2. The school nurse understands that school nursing practice must fall within the boundaries of scope of practice as defined by the Idaho Board of Nursing.

3. The school nurse understands how to access research and interpret data applicable to the school setting.

Performance

1. The school nurse conducts ongoing evaluations of school nursing practice.

2. The school nurse identifies the policies, procedures, and practice guidelines applicable to school nursing practice.

3. The school nurse uses research and data to monitor quality and effectiveness of school nursing practice.

Standard 2: Professional Development - The school nurse is a reflective practitioner who improves clinical skills through continual self-evaluation and ongoing education.

Knowledge

1. The school nurse understands how to improve knowledge and competency in school nursing practice.

2. The school nurse knows how to self-assess professional nursing practice.

3. The school nurse knows how to access professional resources that support school nursing practice.

4. The school nurse knows about the professional organizations that support the nursing practice.

Performance

1. The school nurse participates in professional development related to current clinical knowledge and professional issues.

2. The school nurse seeks and acts on constructive feedback regarding professional development.

3. The school nurse pursues professional development as related to professional and program goals.

Standard 3: Communication - The school nurse is skilled in a variety of communication techniques (i.e., verbal and nonverbal).

Knowledge

1. The school nurse understands the importance of effective communication with school staff, families, students, the community, and other service providers.

2. The school nurse understands problem solving and counseling techniques and crisis intervention strategies for individuals and groups.

3. The school nurse knows how to document appropriately.

Performance

1. The school nurse communicates effectively and with sensitivity to community values in a variety of settings (e.g., classroom presentations, public forums, individual interactions, written communication, and documentation).

Standard 4: Collaboration - The school nurse understands how to interact collaboratively with and contribute to the professional development of peers and school personnel.

Knowledge

1. The school nurse understands the principles of collaboration in sharing knowledge and skills with other professionals and staff.

Performance

1. The school nurse works collaboratively with nursing colleagues and school personnel to enhance professional practice and to contribute to a supportive, healthy school environment.

Standard 5: Ethics and Advocacy - The school nurse makes decisions and takes actions on behalf of students and families in an ethical, professional manner.

Knowledge

1. The school nurse understands the code of ethics adopted by the American Nurses Association and the National Association of School Nurses and the Code of Ethics for Idaho Professional Educators.

2. The school nurse knows how to advocate for students and families.

Performance

1. The school nurse performs duties in accord with the legal, regulatory, and ethical parameters of health and education.

2. The school nurse acts as an advocate for students and families.

3. The school nurse delivers care in a manner that is sensitive to student diversity.

Standard 6: Health and Wellness Education - The school nurse assists students, families, the school staff, and the community to achieve optimal levels of wellness through appropriately designed and delivered health education.

Knowledge

1. The school nurse understands developmentally appropriate health education.

2. The school nurse understands the influence of family dynamics on student achievement and wellness.

3. The school nurse understands that health instruction within the classroom is based on learning theory.

4. The school nurse understands child, adolescent, family, and community health issues.

5. The school nurse understands how health issues impact student learning.

Performance

1. The school nurse assists individual students in acquiring appropriate skills based on age and developmental levels to advocate for themselves.

2. The school nurse participates in the assessment of health education and health instructional needs of the school community.

3. The school nurse provides health instruction within the classroom based on learning theory, as appropriate to student developmental levels and school needs.

4. The school nurse provides individual and group health instruction and counseling for and with students, families, and staff.

5. The school nurse acts as a resource person to school staff, students, and families regarding health education and health community resources.

6. The school nurse assists students in changing high-risk behaviors through education and referral.

Standard 7: Program Management - The school nurse is a manager of school health services.

Knowledge

1. The school nurse understands the principles of school nursing management.

2. The school nurse understands that program delivery is influenced by a variety of factors (e.g., cost, program diversity, staffing, and laws).

3. The school nurse knows how to teach, supervise, evaluate, and delegate to Unlicensed Assistive Personnel.

4. The school nurse knows how to identify and secure appropriate and available services and resources in the community.

Performance

1. The school nurse demonstrates the ability to organize, prioritize, and make independent nursing decisions.

2. The school nurse demonstrates the ability to plan and budget resources in a fiscally responsible manner.

3. The school nurse demonstrates leadership skills to utilize human resources efficiently.

4. The school nurse teaches, supervises, evaluates, and delegates to Unlicensed Assistive Personnel.

5. The school nurse uses appropriate technology in managing school health services.

Idaho Standards for School Psychologists

The following knowledge and performance statements for the School Psychologist Standards are widely *recognized, but not all-encompassing or absolute, indicators that School Psychologist candidates have* met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a school psychologist preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the School Psychology profession is a candidate's disposition. Professional dispositions are how the School Psychologist candidate views their profession, their content area, and/or students and their health and learning. Every School Psychology preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Psychologist candidate dispositions.

Standard 1: Assessment, Data-Based Decision Making, and Accountability - The school psychologist understands varied models and methods of assessment that yield information useful in understanding problems, identifying strengths and needs, measuring progress as it relates to educational and social emotional, and behavioral outcomes of students with respect for cultural and linguistic diversity.

Knowledge

1. The school psychologist understands traditional standardized norm-referenced assessment instruments.

2. The school psychologist understands alternative assessment approaches (e.g., curriculum-based, portfolio, ecological).

3. The school psychologist knows understands non-test assessment procedures (e.g., observation, diagnostic interviewing, reviewing records).

4. The school psychologist understands the application of a multi-tiered system of support for educational and social, emotional, and behavioral needs of students.

5. The school psychologist understands correct interpretation and application of assessment data.

6. The school psychologist understands the use of assessment data as it applies to the process of transitions at Pre-K through age 21 development levels.

Performance

1. The school psychologist uses various models and methods of assessment as part of a systematic process to collect data and other information.

2. The school psychologist translates assessment results into the design, implementation, and accountability of empirically supported instruction, interventions, and educational and mental health services effective for particular situations, contexts, and diverse characteristics.

3. The school psychologist uses assessment and data collection methods to evaluate the effectiveness of interventions and recommendations.

4. The school psychologist interprets and synthesizes assessment information from a variety of sources.

Standard 2: Consultation and Collaboration - the school psychologist understands effective collaborative and consultation approaches to promote the learning and success of students.

Knowledge

1. The school psychologist understands varied methods of consultation in psychology and education (e.g. behavioral, problem-solving, mental health, organizational, instructional) applicable to individuals, families, groups, and systems.

2. The school psychologist understands methods for effective consultation and collaboration that link home, school, and community settings.

3. The school psychologist understands factors necessary for effective interpersonal communication.

4. The school psychologist understands how to communicate effectively in oral and written form.

Performance

1. The school psychologist uses effective consultation and collaboration methods to develop a climate in which consensus can be achieved to promote positive student outcomes.

2. The school psychologist consults and collaborates effectively in the planning, problem solving, and decision-making processes to design, implement, and evaluate educational and mental health services with respect for cultural and linguistic diversity.

3. The school psychologist displays positive interpersonal skills by listening, adapting, addressing ambiguity, and being professional in difficult situations.

4. The school psychologist effectively communicates information in oral and written form for diverse audiences, for example, parents, teachers, other school personnel, policy makers,

community leaders, and/or others.

Standard 3: Effective Instruction and Development of Cognitive and Academic Skills - The school psychologist understands learning theories, cognitive strategies and their application to the development of effective instruction, while considering biological, cultural, linguistic, and social influences on educational progress.

Knowledge

1. The school psychologist understands human learning, cognition, and developmental processes with respect for cultural and linguistic diversity.

2. The school psychologist understands empirically supported methods in psychology and education to promote cognitive and academic skills, including those related to needs of students with diverse backgrounds and characteristics.

3. The school psychologist understands evidence-based curriculum and instructional strategies that facilitate students' academic achievement.

4. The school psychologist understands how to develop appropriate educational goals for students with different ability levels and cultural/social backgrounds.

5. The school psychologist understands techniques assess learning and instruction for using data in decision making, planning, and progress monitoring.

Performance

1. The school psychologist assists in achieving academic outcomes, such as classroom instructional support, literacy strategies, home and school collaboration, instructional consultation, and other evidenced-based practices.

2. The school psychologist uses assessment and data-collection methods to assist in developing appropriate educational goals for students with diverse abilities and backgrounds.

3. The school psychologist <u>assists in promoting the use of evidence-based interventions with fidelity</u>.

Standard 4: Student Diversity in Development and Learning - The school psychologist understands that an individual's development and learning are influenced by one or more of the following factors: biological, social, cultural, ethnic, experiential, socioeconomic, environmental, gender-related, and/or linguistic.

Knowledge

1. The school psychologist understands individual differences, abilities, and other diverse characteristics.
2. The school psychologist understands principles and research related to diversity factors for students, families, and schools, including factors related to culture, context, individual, and role differences.
3. The school psychologist understands empirically supported strategies to enhance educational services for students and families and effectively address potential influences on learning related to diversity.
4. The school psychologist understands the diversity of the continuum of educational development for students ages three through 21, including all educational service transitions.

Performance

1. The school psychologist provides educational services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds across multiple contexts.
2. The school psychologist collaborates to address individual differences, strengths, backgrounds, and needs in providing services to improve educational and mental health outcomes for students.
3. The school psychologist provides culturally competent and effective practices in all areas of school psychology service delivery.

Standard 5: Legal, Ethical, and Professional Practice –The school psychologist understands the history and foundations of the profession, various service models and methods, and applies legal and ethical practices to advocate for the educational rights and welfare of students and families.

Knowledge

1. The school psychologist understands the history and foundations of school psychology.
2. The school psychologist understands multiple service models and methods.
3. The school psychologist understands ethical, legal, and professional standards and other factors related to professional identity, including personal biases and effective practice.
4. The school psychologist understands current federal and state statutes and regulations pertaining to educational services.
5. The school psychologist understands self-evaluation methods to determine areas for continuing professional development.

Performance

1. The school psychologist provides services consistent with ethical, legal, and professional standards.

2. The school psychologist engages in ethical and professional decision-making.

3. The school psychologist collaborates with and consults other professionals regarding legal and ethical educational practices.

4. The school psychologist applies professional work characteristics for effective practice, including respect for human diversity and social justice, communication skills, interpersonal skills, responsibility, adaptability, initiative, and dependability.

5. The school psychologist demonstrates legal and ethical practices in communication and the use of technology.

6. The school psychologist utilizes supervision and mentoring in the development of legal and ethical professional practice.

Standard 6: School-Wide Practices to Promote Learning - The school psychologist understands the unique organization and culture of schools and related systems.

Knowledge

1. The school psychologist understands school and multi-tiered systems' structure, organization, and theory.

2. The school psychologist understands general and special education.

3. The school psychologist understands empirically supported school practices that promote academic outcomes, learning, social development, and mental health.

Performance

1. The school psychologist, in collaboration with others, demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for students and others.

2. The school psychologist utilizes data-based decision making and evaluation methods, problem-solving strategies, consultation, and other services for systems-level issues, initiatives, and accountability responsibilities.

Standard 7: Interventions and Mental Health Services to Develop Social and Life Skills - The school psychologist understands human development and psychopathology, including biological, cultural, and social influences.

Knowledge

1. The school psychologist understands biological, cultural, developmental, and social influences on learning, behavior, mental health, and life skills.

2. The school psychologist understands techniques to assess socialization, mental health, and life skills and methods for using data in decision making, planning, and progress monitoring

3. The school psychologist understands evidence-based supported strategies to promote social-emotional functioning and mental health.

Performance

1. The school psychologist uses assessment and data collection methods to collaboratively develop appropriate goals for students with diverse abilities, backgrounds, strengths, and needs.

2. The school psychologist integrates behavioral supports and mental health services with academic and behavioral goals to promote positive outcomes for students.

3. The school psychologist uses empirically supported strategies to collaboratively develop and implement services at the individual, group, and/or systems levels and to enhance classroom, school, home, and community factors related to student's mental health, socialization, and learning.

Standard 8: Preventive and Responsive Services – The school psychologist understands preventive and responsive services in educational settings to promote a safe school environment.

Knowledge

1. The school psychologist understands principles and research related to resilience and risk factors in learning and mental health.

2. The school psychologist understands services in schools and communities to support multi-tiered prevention, and empirically supported strategies for effective crisis response.

Performance

1. The school psychologist, in collaboration with others, demonstrates skills to promote services that enhance learning, mental health, safety, physical well-being, and resilience through protective and adaptive factors.

2. The school psychologist, in collaboration with others, demonstrates skills to implement and/or evaluate effective crisis preparation, response, and recovery.

3. The school psychologist uses assessment and data collection methods to collaboratively develop appropriate goals for and to evaluate outcomes of prevention and response activities and crisis services.

Standard9: Home/School/Community Collaboration - The school psychologist understands how to work effectively with students, families, educators, and others in the community to promote and provide comprehensive educational services.

Knowledge

1. The school psychologist understands the characteristics of families, family strengths and needs, family culture, and family–school interactions that impact student development.

2. The school psychologist understands the psychological and educational principles and research related to family systems and their influences on students' academic, motivational, behavioral, mental health, and social characteristics.

3. The school psychologist understands empirically supported strategies to support family influences on student learning, socialization, and mental health.

4. The school psychologist understands methods to develop collaboration between families, schools, and community agencies.

Performance

1. The school psychologist demonstrates skills, in collaboration with others, to design, implement, and evaluate services that facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for students.

2. The school psychologist uses empirically supported strategies to promote effective collaboration and partnerships among parents, schools, and community agencies regarding student learning, socialization, and mental health.

Standard 10: Research and Program Evaluation - The school psychologist understands research, statistics, and evaluation methods.

Knowledge

1. The school psychologist understands research design, statistics, measurement, varied data-collection and analysis techniques.

2. The school psychologist understands statistical and other data analysis techniques sufficient for interpretation of research and data in applied settings.

3. The school psychologist understands program evaluation methods at the individual, group, and systems levels.

Performance

1. The school psychologist demonstrates skills to evaluate and apply research as a foundation for service delivery.

2. The school psychologist provides assistance in educational settings for analyzing, interpreting, and using empirical foundations for effective practices at the individual, group, and/or systems levels.

3. The school psychologist demonstrates skills in using various techniques and technology resources, in collaboration with others, for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

Idaho Standards for School Social Workers

The following knowledge and performance statements for the School Social Worker Standards are widely recognized, but not all-encompassing or absolute, indicators that School Social Worker candidates have met the standards. These standards were adapted from the 2008 Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards, the National Association of Social Workers (NASW) School Social Work Standards, and the School Social Work Association of America's National School Social Work Model: Improving Academic and Behavioral Outcomes. It is the responsibility of a School Social Work preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the School Social Work profession is a candidate's disposition. Professional dispositions are how School Social Work candidates view their profession, their content area, and/or students and their health and learning. Every School Social Work preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Social Worker candidate dispositions.

Standard 1: Foundations of the professional school social worker - The competent school social worker is an advanced practitioner trained in mental health with a masters degree in social work, who provides services related to a person's social emotional and life adjustment to school and/or society. School social workers are the link between the home, school and community in providing direct as well as indirect services that promote and support students' academic and social success.

Knowledge - The competent school social worker:

1. Understands that school social work is an area of concentration built on the knowledge and competencies of graduate level social work education.

2. Understands how to improve academic and behavioral outcomes of students.

3. Possesses skills and knowledge to ensure the delivery of scientifically supported services.

4. Knows how to promote a positive school climate and culture.

5. Knows how to maximize school-based and community resources.

6. Understands how to synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills.

Performance - The competent school social worker:

1. Uses knowledge to improve academic and behavioral outcomes of students.

2. Utilizes skills and knowledge to ensure the delivery of scientifically supported services.

3. Promotes a positive school climate and culture.

4. Maximizes school-based and community resources.

5. Synthesizes and applies a broad range of interdisciplinary and multidisciplinary knowledge and skills.

Standard 2: Engagement, Assessment, Intervention, and Evaluation - The competent school social worker engages, assesses, intervenes, and evaluates with individuals, families, groups, organizations and communities for the enhancement of student learning and the educational system.

Knowledge - The competent school social worker:

1. Understands environmental factors when planning interventions to create an effective bridge between students' experiences and goals.

2. Understands how to conduct social work assessment of adaptive behavior, learning styles, self-esteem, social skills, attitudes, high-risk behavior (i.e. truancy, suicide, homicide, drug and alcohol, etc.), interests, and emotional/mental health.

3. Understands how to help students work cooperatively and productively.

4. Understands how to interpret and utilize research to evaluate and guide professional interventions and program development.

5. Understands dispute resolution strategies.

6. Is familiar with the diagnostic tools used by other professionals in the school.

7. Understands the use of assessment as a means to evaluate the student's social- emotional/mental functioning, including:
   a. The child’s physical, cognitive, and social-emotional development.

   b. Family history and factors that influence the child’s overall functioning.

   c. The child’s behavior and attitude in different settings.

   d. Patterns of interpersonal relationships in all spheres of the child’s environment.

   e. Patterns of achievement and adjustment at critical points in the child’s growth and development.

f. Adaptive behavior and cultural factors that may influence learning; understands the relationship between assessment, eligibility, and placement decisions, including the development of Accommodation, Behavior, Response to Intervention (RTI) and Individualized Education Plans (IEP).

Performance - The competent school social worker:

1. Substantively and effectively builds relationships with individuals, families, groups, organizations, and communities.

2. Uses empathy and other interpersonal skills.

3. Develops a mutually agreed-on intervention goals and objectives.

4. Collects, organizes, and interprets student data.

5. Assesses student and family strengths and limitations with the goal of improving student social, emotional, behavioral, and academic outcomes.

6. Selects and utilizes appropriate intervention strategies.

7. Initiates actions to achieve student learning outcomes.

8. Implements prevention interventions that enhance student and family capacities.

9. Helps students and families resolve problems.

10. Negotiates, mediates, and advocates for students, families and the school system.

11. Plans for and facilitates transitions and termination of services.

12. Critically analyzes, monitors, and evaluates interventions.

13. Uses diverse interview techniques and written communication with all persons within the student's environment.

14. Mobilizes the resources of the school and community to meet the needs of students and their families.

15. Assists in establishing expectations for student learning consistent with students' strengths and educational goals.

Standard 3: Knowledge of human behavior and the social environment - The competent school social worker is knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. School social workers apply pertinent

theories and knowledge to understand biological, social, cultural, psychological, and spiritual development.

Knowledge - The competent school social worker:

1. Understands theories of normal and exceptional development in early childhood, middle childhood, adolescence, and early adulthood and their application to all students.

2. Understands the effects of mental illness on students' ability to participate in learning.

3. Understands the person-in-environment context of social work.

4. Understands the effects of biological, spiritual, legal, social, and cultural factors on human development and social functioning.

5. Understands characteristics and implications for education of children with academic, and/or social/emotional challenges.

6. Understands strength-based assessments and practices that support growth and development.

7. Understands the social-developmental history with its focus on the student's functioning within the educational environment.

8. Understands principles of and strategies for effective behavior, emotional and social management within the school environment.

9. Understands how people's attitudes within the educational environment influence behavior of individuals.

10. Understands the importance of parents'/guardians' participation in fostering students' positive development.

11. Understands the goals and objectives of educational organizations.

12. Understands how service learning and volunteerism promote the development of personal and social responsibility.

Performance - The competent school social worker:

1. Utilizes the human behavior in the social environment framework to guide processes of assessment, intervention, and evaluation with individuals, groups, families, and school system.

2. Critiques and applies knowledge to understand students in their educational, family and community environments.

3. Gathers and interprets appropriate information to document and assess environmental, emotional, cultural, socioeconomic, educational, biological, psychosocial, and legal factors that affect children's learning.

4. Develops and implements empirically-based prevention and intervention plans that enable the child to “respond to intervention” (RTI).

5. Provides individual, group, and/or family counseling and other services to enhance success in the educational process.

6. Provides crisis intervention counseling and other services to the school community.

7. Provides consultation to teachers, administrators, parents, and community agencies.

8. Conducts social work assessments and participates in eligibility conferences for special education and other programmatic options, students’ educational planning conferences, and conferences with parents.

9. Implements appropriate areas of student IEP, accommodation, and behavior plans.

10. Initiates referrals and linkages to community agencies and maintains follow-up services on behalf of identified students.

Standard 4: Policy practice - The competent school social worker advances social and economic well-being and delivers effective social work services in the educational setting. School social workers, as systems’ change agents, shall identify areas of need that are not being addressed by the local education agency and community and shall work to create services that address these needs. School social workers shall be informed about court decisions, legislation, rules and regulations, and policies and procedures that affect school social work practice, to effectively advocate for students.

Knowledge - The competent school social worker:

1. Understands the interdisciplinary approach to service delivery within the educational environment.

2. Understands parent/guardian and student rights (both legal and educational) regarding assessment and evaluation.

3. Understands the collaborative process with parents, school personnel, community-based organizations, and agencies to enhance the student’s educational functioning.

4. Understands the school’s role within the context of the larger community.

5. Understands the importance of audience and purpose when selecting ways to communicate ideas.

6. Understands how to work with administrators and other school personnel to make changes within the school.

7. Understands the organization and operation of safe school systems.

8. Understands school policies and procedures as they relate to student learning, safety and well-being.

Performance - The competent school social worker:

1. Analyzes, formulates, and advocates for policies that advance social well-being for students, families, and school system.

2. Collaborates with colleagues and clients for effective policy action.

3. Educates students and parents about school, State, and Federal policies and statutes and accompanying rights and responsibilities.

4. Identifies and addresses gaps in services for students and families.

5. Engages in advocacy that seeks to ensure that all students have equal access to education and services to enhance their academic progress.

Standard 5: Environmental contexts that shape practice - Competent school social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. They recognize that the educational settings are dynamic, and use knowledge and skills to respond proactively.

Knowledge - The competent school social worker:

1. Understands systems theories as they relate to classrooms, schools, families, and community.

2. Understands the application of social learning theories to identify and develop broad-based prevention and intervention programs.

3. Understands learning theory and normal and exceptional development as it applies to the content and curriculum of educational planning and intervention.

4. Understands how to develop long- and short-term empirically-based intervention plans consistent with curriculum and students' diversity and strengths, life experiences, and social/emotional factors.

5. Understands how to integrate and use technology for assessments, interventions, and information management.

6. Understands that as members of interdisciplinary teams and coalitions, school social workers shall work collaboratively to mobilize the resources of local education agencies and communities to meet the needs of students and families.

7. Understands how to facilitate a collaborative relationship between general and special education systems to promote a unified system of education.

Performance - The competent school social worker:

1. Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant service.

2. Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

3. Facilitates collaborative relationships between general and special education systems to promote a unified system of education.

4. Develops long- and short-term empirically-based intervention plans consistent with curriculum and students' diversity and strengths, life experiences, and social/emotional factors.

5. Integrates and uses technology for assessments, interventions, and information management.

Standard 6: Empirically based practice - The competent school social worker engages in research-informed practice and practice-informed research. School social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery in the educational setting.

Knowledge - The competent school social worker:

1. Understands empirically-based methods of individual, group, family, and crisis counseling.

2. Understands empirically-based methods of social work service delivery.

3. Understands the process of needs assessment, referral, and resource development.

4. Understands quantitative and qualitative research.

5. Understands scientific and ethical approaches to building knowledge.

6. Understands the use of empirically based assessment and evaluation results to develop student interventions.

Performance - The competent school social worker:

1. Uses practice in the educational setting to inform future research activities.

2. Uses research evidence to inform practice in assessment, prevention, intervention and evaluation with individuals, groups, families, and the school system.

3. Uses evidence based knowledge in the development and implementation of accommodation, behavioral, RTI, and IEP plans.

4. Collects, interprets and uses data in interdisciplinary collaboration to develop and foster academic achievement.

5. Involves students in self-assessment activities to help them become aware of their strengths and needs to establish and attain their goals.

Standard 7: Advocacy - The competent school social worker advances student, family and human rights for social and economic justice within educational settings. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education.

Knowledge - The competent school social worker:

1. Understands methods of advocacy on behalf of individuals, families, and school systems.

2. Understands the role of advocacy and facilitation at all levels of the system that affect students and their families.

3. Understands the need to improve access to services and resources.

4. Understands the forms and mechanisms of oppression and discrimination and how these factors impact student learning.

5. Recognizes the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights within the academic setting.

Performance - The competent school social worker:

1. Advocates for student, family and human rights and social and economic justice.

2. Engages in practices that advance social and economic justice.

3. Works to empower children, their families, educators, and others to gain access to and effectively use school and community resources.

4. Identifies areas of need and accesses or advocates for the creation of resources at the state and community level.

5. Advocates for students with other members of the educational community to enhance students' functioning in the learning environment.

6. Incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Standard 8: Diversity and cultural competence - The competent school social worker understands how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.

Knowledge - The competent school social worker:

1. Understands the variations in beliefs, traditions, and values across cultures and their effect on interactions among group members.

2. Understands the broad range of backgrounds and experiences that shape students' approaches to learning.

3. Understands how students' success is influenced by prior learning and the diversity factors listed above.

4. Understands and identifies differences in approaches to learning and performance, including different learning styles, performance modes, and variations of perception.

5. Understands the issues of second language acquisition and the immigrant experience.

6. Understands ways in which similar behaviors may have different meanings to people in different cultures.

7. Understands that, as a consequence of difference and diversity, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Performance - The competent school social worker:

1. Considers the extent to which a culture's structures and values may oppress, marginalize, alienate, create or enhance privilege and power.

2. Gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

3. Communicates their understanding of the importance of difference in shaping life, learning and educational experiences.

4. Actively learns from and engages those with whom they work.

5. Considers how these factors impact student learning, academic success and achievement.

Standard 9: Critical Thinking - The competent school social worker is knowledgeable about the principles of logic, scientific inquiry, and professional judgment and their implications to student learning.

Knowledge - The competent school social worker:

1. Understands how to analyze the usefulness of knowledge in specific situations.

2. Understands how synthesis and communication of relevant information is pertinent to the educational setting.

3. Understands how to integrate content knowledge for service delivery.

4. Understands theories and methods of communication.

Performance - The competent school social worker:

1. Distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom.

2. Uses critical thinking and professional judgment augmented by creativity and curiosity in decision making.

3. Analyzes models of assessment, prevention, intervention, and evaluation.

4. Synthesizes and communicates relevant information as it pertains to the learning environment.

5. Uses supervision and consultation to determine best practice service delivery.

6. Utilizes theories and appropriate methods of communication when engaging a variety of audiences.

Standard 10: Ethical Practice - The competent school social worker conducts themselves ethically by applying ethical principles to guide professional practice and decision making within the educational setting.

Knowledge - The competent school social worker:

1. Understands federal and state laws and regulations as they pertain to ethical school social work practice.

2. Understands the NASW *Code of Ethics* and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work *Ethics in Social Work, Statement of Principles*.

3. Understands the legal and ethical principles of confidentiality as they relate to the practice of school social work, (i.e. HIPPA, FERPA).

4. Understands the value base of the profession, its ethical standards, and relevant law.

Performance - The competent school social worker:

1. Maintains current knowledge of and abides by federal and State laws and regulations, with emphasis on confidentiality, and students' and families' rights.

2. Models and promotes ethical practices for confidential communication.

3. Manages personal values in a way that allows professional values to guide practice.

4. Makes ethical decisions by applying standards of the NASW *Code of Ethics* and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work *Ethics in Social Work, Statement of Principles*.

5. Tolerates ambiguity in resolving ethical conflicts.

6. Applies strategies of ethical reasoning to arrive at principled decisions.

7. Collaborates with other educational professionals in an interdisciplinary and ethical manner.

Standard 11: Identifies as a professional school social worker and conducts oneself accordingly - School social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

Knowledge - The competent school social worker:

1. Understands methods of practice, including counseling, crisis intervention, case work, and individual, group, and family therapies.

2. Understands and develops skills in advocacy, case management, classroom groups, community organization, consultation and in-service training.

3. Understands the role of mandated reporters and the function of the State's child welfare agency and law enforcement interaction.

4. Understands the importance of active participation and leadership in professional education and social work organizations.

5. Understands how to use supervision, consultation, collaboration, and continuing education to identify areas for ongoing professional development.

6. Understands the importance of taking responsibility for self-evaluation as a competent and ethical practitioner.

7. Understands the significance of social work history.

Performance - The competent school social worker:

1. Advocates for student and family access to social work services in the educational setting.

2. Practices personal reflection and self-correction to assure continual professional development.

3. Attends to professional roles and boundaries within the context of the educational setting.

4. Demonstrates professional demeanor in behavior, appearance, and communication.

5. Engages in career-long learning.

6. Uses supervision and consultation.

7. Uses continuing education, professional development activities, research, professional literature, observations and experiences to enhance professional growth and to guide evaluation of professional practice.

8. Participates in professional activities and organizations that promote and enhance school social work practice.

SUBJECT

Pending Rule – Docket No. 08-0203-1503, Rules Governing Thoroughness, addition of Data Collection Elements for Advanced Opportunities

REFERENCE

April 16, 2015	Board approved Proposed Rule – IDAPA 08.02.03.115, addition of Data Collection Elements for Advanced Opportunities
February 2015	Board approved rejection of Docket No. 08-0203-1406
November 2014	Board approved pending rule Docket No. 08-0203-1406 adding data elements related to state supported advanced opportunity programs.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-133 and 33-1626, Idaho Code
IDAPA 08.02.03.115, Rules Governing Thoroughness, Data Collection

BACKGROUND/DISCUSSION

The Dual Credit for Early Completers and Fast Forward programs provide financial support for students in Idaho public schools to earn dual credit and take college credit-bearing and professional/technical examinations. School districts and public charter schools must provide information regarding the costs of dual credit courses and college credit bearing and professional/technical examinations to the State Department of Education in order to disburse timely, accurate reimbursements to the school districts. The State Department of Education approved data collection elements do not include information needed to reimburse school districts and public charter schools for college credit-bearing or professional-technical examinations, the additional data elements are being added to assist in the processing of reimbursement requests to the school districts for these programs.

No comments were received and no changes were made between the proposed and the pending rule.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-133, Idaho Code provides the following criteria for student data elements proposed for inclusion in the student data system: (1) any new student data collection proposed by the Idaho State Board of Education becomes a provisional requirement to allow districts and their local data system vendors the opportunity to meet the new requirement; and (2) the Idaho State Board of Education must submit any new provisional student data collection to the governor and the legislature for their approval within one (1) year in order to

make the new student data a permanent requirement through the administrative rule process.

Section 33-133, Idaho code only requires new “student data” be approved by the Governor and the legislature which is defined as, data collected and/or reported at the individual student level. Data specific to the course, and not tied to an individual student, is not required to be included in the Administrative Rule.

BOARD ACTION

I move to approve Pending Rule – Docket No. 08-0203-1503, Rules Governing Thoroughness, adding Data Collection Elements for Advanced Opportunities, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08
TITLE 02
CHAPTER 03

08.02.03 - RULES GOVERNING THOROUGHNESS

115. DATA COLLECTION.
The state department of education ~~will~~ shall collect the required information from participating school files for state and federal reporting and decision-making. ~~The enrollment collection will contain information about the enrollment of the student attributes such as unique student identifier, active special education, limited English proficient (LEP), migrant, grade level, gender, race, and free/reduced lunch status.~~ The data collection ~~will be done in mid-October, early February, and may (end of the testing window).~~ shall be submitted monthly for any period of time in which students are receiving educational instruction or services provided by a school district or charter school. Each participating school is required to verify and assure the accuracy of the data submitted in the files. ~~(5-8-09)~~(___)

01. **Advanced Opportunities.** The State Department of Education shall collect the required information from participating local education agencies and schools for state reporting, financial disbursements and decision-making pursuant to section 33-1626, Idaho Code. The collection shall be submitted as necessary for the administration of the programs referenced above. The following data will be collected at the student level for students participating in programs pursuant to section 33-1626, Idaho Code; (___)

a. Provider School Name to indicate the name of the institution providing instruction for a non-regular course, i.e. virtual or distance education or for a dual credit course. (___)
b. Examination Type to collect the type of college credit-bearing or professional technical examination. (___)
c. Examination Result to collect the students' result on eligible examinations. (___)
d. Examination Cost for eligible examinations. (___)
e. Fast Forward Flag to indicate eligible courses and examinations taken under the Fast Forward program. (___)

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SUBJECT

Pending Rule – Docket No. 08-0203-1506, Rules Governing Thoroughness ISAT/Science End of Course Achievement Standards and Incorporated by Reference Special Education Manual.

REFERENCE

December 18, 2014	Board approved the Idaho Achievement Standards for grades 3-8, and 11.
February 19, 2015	Board approved the Idaho Achievement Standards, including the Proficiency Line Descriptors and ISAT achievement levels at each performance level for grades 9 and 10; and approved a temporary rule incorporating by reference into IDAPA 08.02.03.004 the ISAT Achievement Standards approved on December 18, 2014
June 18, 2015	Board approved Proposed Rule amendment to IDAPA 08.02.03.004 incorporating the Idaho Achievement Standards, including Proficiency Line Descriptors and the Idaho Standards Achievement Tests achievement levels for grades 3-11 in mathematics and English language arts.
August 13, 2015	Board approved achievement standards for the biology and chemistry end of course assessments and amended Proposed Rule - 08.02.03.004 to include into the ISAT achievement level descriptors that are incorporated by reference in IDAPA 08.02.03.004.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-105, Idaho Code and Section 33-1612, Idaho Code
IDAPA 08.02.03.111 – Rules Governing Thoroughness – Comprehensive Assessment System

BACKGROUND/DISCUSSION

The Idaho State Board of Education has been administering the Idaho Standards Achievement Tests (ISAT) since spring of 2003. On December 18, 2014, the Board voted to approve the Score Bands, the Achievement Level Descriptors (ALDs) in English Language Arts (ELA) and math for Grades 3-8 and 11, and the Achievement Level Setting Documentation

At that time, achievement levels for math and ELA at grades 9 and 10 were not available. Grades 9 and 10 were not included within the scope of work of Smarter Balanced. Therefore, the State Department of Education (SDE) requested our assessment vendor, American Institutes for Research (AIR), to run simulations using field test data to create cut scores which would align on the same vertical scale as the previously approved 3 through 8 and 11 cut scores. This would allow

the vertical scale and proportion of students within each of the four reporting categories to follow the same continuum. This continuous scale from 3-11 will allow student progress to be evaluated over time with consistency.

In addition to the mathematics and English language arts portions of the ISAT, students have also been given the science assessment in three grades. Effective in the spring of 2015, pursuant to IDAPA 08.02.03.111.06, "Students are required to take an End of Course Assessment in science provided by the state and administered by the district". Cut scores for these end of course science assessments were adopted by the Board in August 2015 and are included the Idaho Assessment Achievement Level Descriptors.

Comments were received but none were pertinent to the Proposed Rule and many were in question form. No changes have been made between the Proposed and the Pending Rule.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

The ISATs, as defined in administrative rule, are the statewide tests used for measuring a student's proficiency in the state content standards. These assessments have included a science assessment in grades 5, 7 and 10. Unlike the progression of science standards that are taught at the elementary school levels, the high school level science courses are taught based on content areas such as biology and chemistry and may be taken at any time during high school depending on the school district resources and the students' academic schedule. The way the science assessment was previously administered could have resulted in students being tested on standards they may not have had the opportunity to be taught yet. To address this, SDE has developed an end of course assessment in chemistry and biology at the high school level. Starting with the fall 2015 school year, students will be required to take end of course assessments in chemistry and/or biology depending on the applicable science courses they complete in high school. This requirement is not tied to a student graduation requirement, student proficiency level will be used as part of Idaho's accountability system and will meet the Federal requirements for students to be assessed in science at least three times during their academic careers, one of those being at the high school level.

In addition to the achievement levels (commonly called cut scores), this section of Administrative Code also includes other documents incorporated by reference. While disparate subjects, Administrative Rules are promulgated at the section level; as such this rule includes both the assessment achievement levels and the state special education manual.

BOARD ACTION

I move to approve Pending Rule – Docket No. 08.0203.1506, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08
TITLE 02
CHAPTER 03

08.02.03 - RULES GOVERNING THOROUGHNESS

004. INCORPORATION BY REFERENCE.
The following documents are incorporated into this rule: (3-30-07)

01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (3-29-10)

a. Driver Education, as revised and adopted on August 21, 2008. (3-29-10)

b. Health, as revised and adopted on April 17, 2009. (3-29-10)

c. Humanities Categories: (3-29-10)

i. Art, as revised and adopted on April 17, 2009; (3-29-10)

ii. Dance, as revised and adopted on April 17, 2009; (3-29-10)

iii. Drama, as revised and adopted on April 17, 2009; (3-29-10)

iv. Interdisciplinary, as revised and adopted on April 17, 2009; (3-29-10)

v. Music, as revised and adopted on April 17, 2009; (3-29-10)

vi. World languages, as revised and adopted on April 17, 2009. (3-29-10)

d. English Language Arts, as revised and adopted on August 11, 2010. (4-7-11)

e. Limited English Proficiency, as revised and adopted on August 21, 2008. (3-29-10)

f. Mathematics, as revised and adopted on August 11, 2010. (4-7-11)

g. Physical Education, as revised and adopted on April 17, 2009. (3-29-10)

h. Science, as revised and adopted on April 17, 2009. (3-29-10)

i. Social Studies, as revised and adopted on April 17, 2009. (3-29-10)

j. Information and Communication Technology, as revised and adopted on April 22, 2010. (4-7-11)

02. The English Language Development (ELD) Standards. The World-Class Instructional Design and Assessment (WIDA) 2012 English Language Development (ELD) Standards as adopted by

the State Board of Education on August 16, 2012. Copies of the document can be found on the WIDA website at www.wida.us/standards/eld.aspx. (4-4-13)

03. The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures. The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on November 11, 2009. Copies of the document can be found on the State Department of Education website at www.sde.idaho.gov. (4-7-11)

04. The Idaho English Language Assessment (IELA) Achievement Standards. The Idaho English Language Assessment (IELA) Achievement Standards as adopted by the State Board of Education on November 11, 2009. Copies of the document can be found on the State Department of Education website at www.sde.idaho.gov. (4-7-11)

05. The Idaho Standards Achievement Tests (ISAT) Achievement Standards. Achievement Standards as adopted by the State Board of Education on ~~May 30, 2007December 18, 2014~~August 13, 2015. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. ~~(4-2-08)~~(___)

06. The Idaho Extended Content Standards. The Idaho Extended Content Standards as adopted by the State Board of Education on April 17, 2008. Copies of the document can be found at the State Board of Education website at www.boardofed.idaho.gov. (5-8-09)

07. The Idaho Alternate Assessment Achievement Standards. Alternate Assessment Achievement Standards as adopted by the State Board of Education on May 18, 2011. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (3-29-12)

08. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (4-2-08)

09. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (4-2-08)

10. The Idaho Special Education Manual As adopted by the State Board of Education on December 18, 2014. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (____)

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Advanced

Chemistry students performing at this level demonstrate a thorough conceptual understanding of science content and the application of skills and processes related to chemistry concepts.

Students at this level are able to do the following:

- Analyze the periodic table to predict physical and chemical properties.
- Analyze the historical developments that resulted in the modern version of the periodic table.
- Create and evaluate graphs of data.
- Analyze the key concepts of the kinetic molecular theory.
- Analyze and compare the common theories defining acids and bases.
- Compare and contrast physical and chemical properties and changes and appropriate computations.
- Perform and analyze computations using scientific notation, the metric system and dimensional analysis.
- Compute and evaluate measurement uncertainty to include precision, accuracy and the rules for significant digits.
- Perform and analyze calculations related to the conversion of grams to moles to particles, atoms, molecules and volume.
- Analyze and solve reaction stoichiometry problems.
- Calculate and compare concentrations of solutions in various ways including molarity.
- Analyze how the presence of solute particles affects the properties of a solution and be able to do calculations involving colligative properties.
- Calculate and analyze quantitative relationships involved in acid/base chemistry including pH.
- Demonstrate and apply understanding of the scientific method.
- Justify the selection and use of appropriate scientific equipment, materials and techniques.
- Correctly write symbols, formulas and names for elements, ions and compounds.
- Analyze how electrons are involved in the formation of chemical bonds using the octet rule and Lewis dot diagrams.
- Compare the polarity of chemical bonds using electronegativity.
- Predict and analyze physical properties of compounds based upon the attractive forces between atoms and molecules.
- Classify and explain the placement of all matter into appropriate categories.
- Analyze the relationship and reactions of acids, bases, and salts.

- Analyze the role of dissociation and ionization in producing strong, weak, and nonelectrolytes.
- Analyze the kinetic molecular theory and apply it to phases of matter.
- Analyze and calculate the changes in heat energy that occur during chemical reactions and phase changes.
- Apply the conservation of matter by balancing chemical equations.
- Analyze the difference between exothermic and endothermic chemical reactions during chemical or physical changes.
- Analyze the classic historical experiments that were used to identify the components of an atom and its structure.
- Determine the number of protons, neutrons and electrons for an atom, ion, or isotope.
- Analyze the relationship between the structure of atoms and light absorption and emission.
- Determine and compare and analyze electron arrangements of elements using electron configurations and orbital energy diagrams.
- Analyze the law of conservation of mass and the law of definite proportions.
- Analyze chemical equations for common types of chemical reactions and predict the products.
- Analyze the factors that influence the rates of chemical reactions.
- Analyze the role of chemistry in enabling technological advances.
- Analyze the role of chemistry in energy and environmental issues.

Proficient

Chemistry students performing at this level demonstrate a general conceptual understanding of science content and the application of skills and processes related to chemistry concepts.

Students at this level are able to do the following:

- Use the periodic table to predict physical and chemical properties.
- Describe the historical development of the periodic table.
- Create and interpret graphs of data.
- Explain and interpret the key concepts of the kinetic molecular theory.
- Distinguish the common theories defining acids and bases.
- Identify, compare and contrast physical and chemical properties and changes and appropriate computations.
- Perform computations using scientific notation, the metric system and dimensional analysis.
- Compute measurement uncertainty to include precision, accuracy and the rules for significant digits.
- Perform calculations related to the conversion of grams to moles to particles, atoms, molecules and volume.
- Analyze and solve reaction stoichiometry problems.
- Express concentrations of solutions in various ways including molarity.
- Interpret how the presence of solute particles can affect the properties of a solution and be able to do calculations involving colligative properties.
- Analyze quantitative relationships involved in acid/base chemistry including pH.
- Demonstrate an understanding of the scientific method.
- Select and use appropriate scientific equipment, materials and techniques.
- Correctly write symbols, formulas and names for common elements, ions and compounds.
- Explain and understand how electrons are involved in the formation of chemical bonds using the octet rule and Lewis dot diagrams.
- Predict the polarity of chemical bonds using electronegativity.
- Predict physical properties of compounds based upon the attractive forces between atoms and molecules.
- Distinguish and classify all matter into appropriate categories.
- Explain the relationship and reactions of acids, bases, and salts.

- Explain the role of dissociation and ionization in producing strong, weak, and nonelectrolytes.
- Describe the Kinetic Molecular Theory as it applies to phases of matter.
- Explain and calculate the changes in heat energy that occur during chemical reactions and phase changes.
- Demonstrate the conservation of matter by balancing chemical equations.
- Differentiate between exothermic and endothermic chemical reactions during chemical or physical changes.
- Interpret the classic historical experiments that were used to identify the components of an atom and its structure.
- Deduce the number of protons, neutrons and electrons for an atom or ion.
- Describe the relationship between the structure of atoms and light absorption and emission.
- Determine and illustrate electron arrangements of elements using electron configurations and orbital energy diagrams.
- Illustrate the law of conservation of mass and the law of definite proportions.
- Classify, write and balance chemical equations for common types of chemical reactions and predict the products.
- Describe the factors that influence the rates of chemical reactions.
- Assess the role of chemistry in enabling technological advances.
- Evaluate the role of chemistry in energy and environmental issues.

Basic

Chemistry students performing at this level demonstrate a partial conceptual understanding of science content and the application of skills and processes related to chemistry concepts.

Chemistry students at this level are able to do the following:

- Recognize that the periodic table can be used to predict physical and chemical properties.
- Identify the historical development of the periodic table.
- Recognize graphs of data.
- Identify the key concepts of the kinetic molecular theory.
- Recognize the common theories defining acids and bases.
- Identify physical and chemical properties and changes and appropriate computations.
- Perform basic computations using scientific notation, the metric system and dimensional analysis.
- Recognize aspects of measurement uncertainty including precision, accuracy and the rules for significant digits.
- Perform some simple calculations related to the conversion of grams to moles to particles, atoms, molecules and volume.
- Solve simple stoichiometry problems.
- Recognize concentrations of solutions in various ways including molarity.
- Identify how the presence of solute particles affects the properties of a solution and be able to do calculations involving colligative properties.
- Recognize quantitative relationships involved in acid/base chemistry including pH.
- Identify the scientific method.
- Identify scientific equipment, materials and techniques.
- Recognize symbols, formulas and names for common elements, ions and compounds.
- Identify how electrons are involved in the formation of chemical bonds using the octet rule and Lewis dot diagrams.
- Recognize the polarity of chemical bonds using electronegativity.
- Identify physical properties of compounds based upon the attractive forces between atoms and molecules.
- Classify some types of matter into appropriate categories.

- Identify the relationship and reactions of acids, bases, and salts.
- Identify the role of dissociation and ionization in producing strong, weak, and nonelectrolytes.
- Identify the Kinetic Molecular Theory.
- Recognize the changes in heat energy that occur during chemical reactions and phase changes.
- Recognize the conservation of matter by examining balanced chemical equations.
- Recognize the difference between exothermic and endothermic chemical reactions during chemical or physical changes.
- Recognize the classic historical experiments that were used to identify the components of an atom and its structure.
- Recognize the number of protons, neutrons and electrons for an atom or ion.
- Recognize the relationship between the structure of atoms and light absorption and emission.
- Identify electron arrangements of elements using electron configurations and orbital energy diagrams.
- Identify the law of conservation of mass and the law of definite proportions.
- Recognize chemical equations for common types of chemical reactions and identify the products.
- Identify the factors that influence the rates of chemical reactions.
- Identify the role of chemistry in enabling technological advances.
- Identify the role of chemistry in energy and environmental issues.

Advanced

Biology students performing at this level demonstrate a thorough conceptual understanding of science content and the application of skills and processes related to biological concepts.

Students at this performance level are able to do the following:

- Analyze and apply the scientific meaning of system, order, and organization to a given system.
- Use observations and data as evidence on which to base complex scientific explanations.
- Evaluate and analyze changes that can occur in and among systems.
- Calculate and make conversions using the metric system.
- Analyze questions and concepts that guide scientific investigations.
- Apply technology and mathematics to investigations.
- Analyze and compare alternative explanations and models.
- Analyze the differences among observations, hypotheses, and theories.
- Evaluate technical writing, graphs, charts, and diagrams.
- Apply the theory of evolution to explain how species change over time.
- Evaluate how evolution is the consequence of interactions among the potential of a species to increase its numbers, genetic variability, a finite supply of resources, and the selection by the environment of those offspring better able to survive and reproduce.
- Evaluate how matter tends toward more disorganized states (entropy).
- Analyze how organisms use the continuous input of energy and matter to maintain their chemical and physical organization.
- Explain how the energy for life is primarily derived from the Sun through photosynthesis.
- Analyze cellular respiration and the synthesis of macromolecules and compare the different processes.
- Compare how matter cycles and energy flows through the different levels of organization of living systems (cells, organs, organisms, communities) and their environment.
- Compare the particular structures that underlie the cellular functions.
- Analyze chemical reactions that occur in cells.
- Analyze how cells use DNA to store and use information for cell functions.
- Analyze how selective expression of genes can produce specialized cells from a single cell.
- Analyze complex environmental issues such as water and air quality, hazardous waste, forest health, and agricultural production.
- Predict how science advances technology and how technology advances science.
- Analyze how science and technology are pursued for different purposes.
- Compare the difference between renewable and nonrenewable resources.

Proficient

Biology students performing at this level demonstrate a general conceptual understanding of science content and the application of skills and processes related to biological concepts.

Students at this performance level are able to do the following:

- Explain the scientific meaning of system, order, and organization.
- Apply the concepts of order and organization to a given system.
- Use observations and data as evidence on which to base scientific explanations.
- Measure changes that can occur in and among systems.
- Analyze changes that can occur in and among systems.
- Measure and calculate using the metric system.
- Identify questions and concepts that guide scientific investigations.
- Use appropriate technology and mathematics to make investigations.
- Analyze alternative explanations and models.
- Explain the differences among observations, hypotheses, and theories.
- Analyze technical writing, graphs, charts, and diagrams.
- Use the theory of evolution to explain how species change over time.
- Explain how evolution is the consequence of interactions among the potential of a species to increase its numbers, genetic variability, a finite supply of resources, and the selection by the environment of those offspring better able to survive and reproduce.
- Explain how matter tends toward more disorganized states (entropy).
- Explain how organisms use the continuous input of energy and matter to maintain their chemical and physical organization.
- Show how the energy for life is primarily derived from the Sun through photosynthesis.
- Describe cellular respiration and the synthesis of macromolecules.
- Show how matter cycles and energy flows through the different levels of organization of living systems (cells, organs, organisms, communities) and their environment.
- Identify the particular structures that underlie the cellular functions.
- Explain cell functions involving chemical reactions.
- Explain how cells use DNA to store and use information for cell functions.
- Explain how selective expression of genes can produce specialized cells from a single cell.
- Analyze simple environmental issues such as water and air quality, hazardous waste, forest health, and agricultural production.
- Explain how science advances technology and how technology advances science.
- Explain how science and technology are pursued for different purposes.
- Describe the difference between renewable and nonrenewable resources.

Basic

Biology students performing at this level demonstrate a partial conceptual understanding of science content and the application of skills and processes related to biological concepts.

Students at this performance level are able to do the following:

- Identify the scientific meaning of system, order, and organization.
- Recognize the concepts of order and organization and how they are related to a given system.
- Identify observations and data as evidence on which to base scientific explanations.
- Identify changes that can occur in and among systems.
- Measure using the metric system.
- Identify questions that guide scientific investigations.
- Identify appropriate technology and mathematics to make investigations.
- Identify alternative explanations and models.
- Recognize the differences among observations, hypotheses, and theories.
- Uses technical writing, graphs, charts, and diagrams.
- Identify the theory of evolution.
- Recognize how evolution is the consequence of interactions among the potential of a species to increase its numbers, genetic variability, a finite supply of resources, and the selection by the environment of those offspring better able to survive and reproduce.
- Recognize that matter tends toward more disorganized states (entropy).
- Recognize that organisms use the continuous input of energy and matter to maintain their chemical and physical organization.
- Recognize that the energy for life is primarily derived from the sun through photosynthesis.
- Recognize the process of cellular respiration.
- Recognize that matter cycles and energy flows through the different levels of organization of living systems (cells, organs, organisms, communities) and their environment.
- Identify main cellular structures.
- Identify cell functions involving chemical reactions.
- Recognize that cells use DNA to store and use information for cell functions.
- Recognize that the selective expression of genes can produce specialized cells from a single cell.
- Identify environmental issues such as water and air quality, hazardous waste, forest health, and agricultural production.
- Recognize that science advances technology and that technology advances science.
- Recognize that science and technology are pursued for different purposes.
- Identify the difference between renewable and nonrenewable resources.

Attachment 3

End-of-Course

Biology / Chemistry
Recommended Cut Scores

EOC	Below Basic	Basic	Proficient	Advanced
Biology	193 and below	194 – 199	200 – 213	214 and above
Chemistry	187 and below	188 – 199	200 – 216	217 and above

Score Bands

	Level 1		Level 2		Level 3		Level 4	
ELA	From	To	From	To	From	To	From	To
3	2000	2366	2367	2431	2432	2489	2490	2636
4	2198	2415	2416	2472	2473	2532	2533	2690
5	2239	2441	2442	2501	2502	2581	2582	2724
6	2259	2456	2457	2530	2531	2617	2618	2748
7	2268	2478	2479	2551	2552	2648	2649	2768
8	2292	2486	2487	2566	2567	2667	2668	2790
11	2290	2492	2493	2582	2583	2681	2682	3000
Math	From	To	From	To	From	To	From	To
3	2000	2380	2381	2435	2436	2500	2501	2613
4	2255	2410	2411	2484	2485	2548	2549	2663
5	2265	2454	2455	2527	2528	2578	2579	2710
6	2263	2472	2473	2551	2552	2609	2610	2752
7	2243	2483	2484	2566	2567	2634	2635	2789
8	2239	2503	2504	2585	2586	2652	2653	2819
11	2242	2542	2543	2627	2628	2717	2718	3000

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Threshold Achievement Level Descriptors
Grade 3 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	• Use some details and information from text to partially support answers or basic inferences. • In texts of low-to-moderate complexity, summarize central ideas, key events, or the sequence of events presented in a text. • In texts of low-to-moderate complexity, determine intended meaning of words through context, relationships, structure, or resources. • In texts of low-to-moderate complexity, explain his or her inferences about characters, feelings, and author's message. • Explain how information is presented or connected within or across texts of low-to-moderate complexity. • Specify or compare relationships across texts of low-to-moderate complexity. • Demonstrate knowledge of text structures or text features in texts of low-to-moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of low-to-moderate complexity.
READING Informational Text Targets 8–14	• Use some details and information from text to partially support answers or basic inferences. • In texts of low-to-moderate complexity, summarize central ideas, key events, or the sequence of events presented in a text. • In texts of low-to-moderate complexity, determine intended meaning of words through context, relationships, structure, or resources. • In texts of low-to-moderate complexity, explain his or her inferences about characters, feelings, and author's message. • Explain how information is presented or connected within or across texts of low-to-moderate complexity. • Specify or compare relationships across texts of low-to-moderate complexity. • Demonstrate knowledge of text structures or text features in texts of low-to-moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of low-to-moderate complexity.
WRITING Targets 1–10	• Write or revise one simple-structure paragraph, demonstrating some awareness of narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose. • Write simple complete compositions, demonstrating some narrative techniques: chronology, transitional strategies for coherence, structure, or author's craft with possible demonstration of purpose. • Write or revise one simple-structure informational/explanatory paragraph, demonstrating some awareness of how to organize ideas by stating focus, including transitional strategies for coherence, supporting details, or a conclusion. • Write or revise, simple informational/explanatory texts on a topic, occasionally attending to purpose and audience, organizing ideas by stating a focus, including structures and transitional strategies for coherence, including some supporting details and a conclusion. • Show some awareness of how to use text features in information texts to enhance meaning with minimal support (e.g., directive or general feedback). • Write or revise one simple-structure paragraph demonstrating ability to state an opinion about a topic or source, set a context, loosely organize ideas using linking words, develop some supporting reasons, or provide a partial conclusion.

	• Write simple complete opinion pieces, demonstrating some ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop few supporting reasons, and provide a conclusion. • With some support (e.g., directive and general feedback), use language and vocabulary that is appropriate to the purpose and audience when revising or composing texts. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Use tools of technology to produce texts with minimal support (e.g., whole broken into parts).
SPEAKING/ LISTENING Target 4	• Interpret or use information delivered orally or audio-visually with some support (e.g., repeated listening or viewing).
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• Use explicit details and information from texts of moderate complexity to support answers or basic inferences. • Identify or summarize central ideas, key events, or sequence of events presented in texts of moderate complexity. • Determine intended meaning of words through context, relationships, structure, or resources in texts of moderate complexity. • Interpret and explain inferences and author's message and distinguish point of view in texts of moderate complexity. • Specify and compare or contrast relationships across texts of moderate complexity. • Demonstrate knowledge of text structures or text features to obtain, interpret, explain, or connect information in texts of moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of moderate complexity.
READING Informational Text Targets 8–14	• Use explicit details and information from texts of moderate complexity to support answers or basic inferences. • Identify or summarize central ideas, key events, or sequence of events presented in texts of moderate complexity. • Determine intended meaning of words through context, relationships, structure, or resources in texts of moderate complexity. • Interpret and explain inferences and author's message and distinguish point of view in texts of moderate complexity. • Specify and compare or contrast relationships across texts of moderate complexity. • Demonstrate knowledge of text structures or text features to obtain, interpret, explain, or connect information in texts of moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of moderate complexity.
WRITING Targets 1–10	• Write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose. • Write full compositions, demonstrating narrative techniques: chronology, transitional strategies for coherence, or author's craft with minimal demonstration of purpose.

	• Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating focus, including transitional strategies for coherence, supporting details, or a conclusion. • Use text features in information texts to enhance meaning without support. • Write or revise one or more paragraphs, demonstrating ability to state an opinion about a topic or source, set a context, organize ideas using linking words, develop supporting reasons, or provide an appropriate conclusion. • Write full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting reasons, and provide a conclusion. • Without support, use grade-level vocabulary appropriate to the purpose and audience when revising and composing text. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Without support, use tools of technology to produce texts.
SPEAKING/ LISTENING Target 4	• Interpret and use information delivered orally or audio-visually without support.
The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Use explicit details and information from the text to support answers and basic inferences in highly complex texts. • Identify and summarize central ideas, key events, or the sequence of events presented in highly complex texts. • Determine intended meaning of words through context, relationships, structure, or resources in highly complex texts. • Use evidence to interpret and explain inferences and distinguish point of view from that of the narrator/character in highly complex texts. • Specify, compare, and contrast relationships across highly complex texts. • Demonstrate knowledge of text structures and text features to interpret or explain/connect information in highly complex texts. • Begin to interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in highly complex texts.
READING Informational Text Targets 8–14	• Use explicit details and information from the text to support answers and basic inferences in highly complex texts. • Identify and summarize central ideas, key events, or the sequence of events presented in highly complex texts. • Determine intended meaning of words through context, relationships, structure, or resources in highly complex texts. • Use evidence to interpret and explain inferences and distinguish point of view from that of the narrator/character in highly complex texts. • Specify, compare, and contrast relationships across highly complex texts. • Demonstrate knowledge of text structures and text features to interpret or explain/connect

	information in highly complex texts. • Begin to interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in highly complex texts. • Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.
WRITING Targets 1–10	• Begin to write or revise one or more complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author's craft appropriate to purpose. • Begin to write full, complex compositions, demonstrating specific narrative techniques: chronology, appropriate transitional strategies for coherence, structure, and author's craft appropriate to purpose. • Begin to write or revise one or more complex informational/explanatory paragraphs, demonstrating ability to organize ideas by stating focus, including appropriate transitional strategies for coherence, supporting details, and an appropriate conclusion. • Begin to write or revise one or more complex paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting reasons, or provide an appropriate, strong conclusion. • Begin to write complex opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and appropriate transitional strategies for coherence, develop supporting reasons, and provide an appropriate conclusion. • Begin to use complex language and vocabulary appropriate to the purpose and audience when revising and composing texts. • Begin to apply or edit appropriately complex grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Begin to use multiple tools of technology to produce texts.
SPEAKING/ LISTENING Target 4	• Begin to critically interpret and use information delivered orally or audio-visually.

Threshold Achievement Level Descriptors
Grade 4 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	• Use some details and information from the text to minimally support answers and inferences in texts of low-to-moderate complexity. • Identify or summarize some central ideas/key events in texts of low-to-moderate complexity. • Determine the intended meanings of some words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources, with support in texts of low-to-moderate complexity. • Use supporting evidence to justify/explain own inferences in texts of low-to-moderate complexity. • Interpret, specify, or compare how information is presented across texts of low-to moderate complexity. • Relate partial knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of low-to-moderate complexity. • Determine some figurative language, literary devices, or connotative meanings of words and phrases used in context in texts of low-to-moderate complexity.
READING Informational Text Targets 8–14	• Identify some details and information from the text to support answers or basic inferences about information presented in texts of low-to-moderate complexity. • Identify some central ideas, key events, and procedures with support. • Determine intended meanings of some words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or partial reliance on use of resources in texts of low-to-moderate complexity. • Provide some supporting evidence to justify or interpret how information is presented in texts of low-to-moderate complexity. • Interpret, explain, or connect information presented within or across texts of low-to-moderate complexity. • Relate knowledge of some text structures or text features to obtain, interpret, or explain information in texts of low-to-moderate complexity. • Determine some figurative language/literary devices or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of low-to-moderate complexity.
WRITING Targets 1–10	• Write or revise one simple-structure paragraph, demonstrating some awareness of narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft. • Write simple complete compositions, occasionally demonstrating narrative techniques, appropriate transitional strategies for coherence, or author's craft. • Write or revise one simple-structure informational/explanatory paragraph, demonstrating some awareness of how to organize ideas by stating a focus, include transitional strategies for coherence or supporting evidence and elaboration, or write body paragraphs with a conclusion. • Write simple informational/explanatory text on a topic, occasionally attending to purpose and audience; using minimal organization of ideas by stating a focus; including structures and transitional strategies for coherence; and including evidence, elaboration, and a conclusion. • With some support (e.g., directive and general feedback), show some awareness of how to use text features in informational texts to enhance meaning. • Write or revise one simple paragraph, demonstrating a limited ability to state opinions about topics or sources, including few organized ideas, loosely developed evidence/reasons and elaboration, and an undeveloped conclusion.

	• Write simple opinion pieces demonstrating some ability to state opinions about a topic or source, minimally attending to purpose and audience; organize few ideas by stating a context and focus; include some structures and transitional strategies for coherence; include few supporting reasons/evidence; and include a conclusion. • With some support (e.g., directive or general feedback) show some awareness of how to use language and vocabulary appropriate to purpose and audience when revising or composing texts. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts with support (e.g., grammar aids). • Use tools of technology to gather information, make revisions, or produce texts with support (e.g., whole broken into parts).
SPEAKING/ LISTENING Target 4	• Interpret and use information delivered orally or audio-visually with support (e.g., some directive feedback).
RESEARCH/ INQUIRY Targets 1–4	• Conduct short simple research projects to answer single-step questions or to investigate and paraphrase different aspects of a narrow topic or concept. • Locate some information to support ideas and select some information from data or print and non-print text sources. • Distinguish relevant-irrelevant information with support (e.g., some directive feedback). • Generate some conjectures or opinions.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• Use details and information from texts of moderate complexity to support answers and inferences. • Identify or summarize central ideas/key events in texts of moderate complexity. • Begin to determine the intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources in texts of moderate complexity. • Use supporting evidence to justify/explain own inferences in texts of moderate complexity. • Interpret, specify, or compare how information is presented across texts of moderate complexity. • Begin to relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of moderate complexity. • Determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of moderate complexity.
READING Informational Text Targets 8–14	• Identify details and information from texts of moderate complexity to support answers or basic inferences about information presented and provided. • Identify or summarize central ideas, key events, and procedures in texts of moderate complexity. • Determine intended meanings of words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to texts of moderate complexity.

	• Use supporting evidence to justify or interpret how information is presented or integrated in texts of moderate complexity. • Interpret, explain, or connect information presented within or across texts of moderate complexity. • Relate knowledge of text structures or text features to obtain, interpret, explain, or integrate information in texts of moderate complexity. • Determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in texts of moderate complexity.
WRITING Targets 1–10	• Write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, and begin to use author's craft with appropriate purpose. • Write full compositions, demonstrating specific narrative techniques, appropriate transitional strategies for coherence, and begin to use author's craft with limited purpose. • Write one full informational/explanatory paragraph, demonstrating ability to organize ideas by stating a focus, including transitional strategies for coherence or supporting evidence and elaboration, and begin to write body paragraphs appropriate to a purpose and audience. • Write informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus; include structures and transitional strategies for coherence; include supporting evidence and elaboration; and begin to develop a complete conclusion. • Use some text features in informational text to enhance meaning without support. • Write or revise one paragraph, demonstrating ability to state opinions about topics or sources, set loose context, minimally organize ideas, develop evidence/reasons and elaboration, and develop a conclusion with limited purpose and audience. • Write opinion pieces, demonstrating ability to state opinions about topics or sources, attending to purpose and audience; organize ideas by stating a context and focus; include structures and transitions for coherence; include some supporting evidence/reasons and elaboration; and develop an appropriate conclusion. • Strategically use language and vocabulary appropriate to purpose and audience when revising or composing texts without support. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts without support. • Use tools of technology to gather information, make revisions, or produce texts.
SPEAKING/ LISTENING Target 4	• Interpret and use information delivered orally or audio-visually without support.
RESEARCH/ INQUIRY Targets 1–4	• Conduct short, limited research projects to answer multi-step questions, or to investigate and paraphrase different aspects of a broader topic or concept. • Locate information to support central ideas and subtopics and select information and partially integrate information from data or print and non-print sources. • Distinguish relevant-irrelevant information without support. • Generate partial conjectures or opinions and include partial evidence to support them based on evidence collected.

Threshold Achievement Level Descriptors
Grade 4 English Language Arts/Literacy

The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Use explicit details and implicit information from the text to support answers and inferences in highly complex texts. • Begin to consistently identify and summarize central ideas/key events in highly complex texts. • Begin to determine the intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources in highly complex texts. • Begin to use extensive supporting evidence to justify/explain own inferences in depth in highly complex texts. • Begin to use extensive detail to interpret, specify, or compare how information is presented across highly complex texts. • Relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within highly complex texts. • Begin to determine and interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in highly complex texts.
READING Informational Text Targets 8–14	• Begin to identify and explain explicit details and implicit information from highly complex texts to support answers and inferences about information presented and provided. • Identify and summarize central ideas, key details, and procedures in highly complex texts. • Begin to determine the intended meanings of words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to highly complex texts. • Begin to use detailed supporting evidence to justify or interpret how information is presented and integrated in highly complex texts. • Begin to interpret, explain, or connect information presented within or across highly complex texts. • Begin to relate knowledge of text structures or text features to obtain, interpret, explain, and integrate information in highly complex texts. • Begin to determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone in highly complex texts.
WRITING Targets 1–10	• Begin to write or revise one or more complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose. • Begin to write full complex compositions, demonstrating, specific narrative techniques, appropriate transitional strategies for coherence, and author's craft appropriate to purpose. • Begin to write or revise more than one complex informational/explanatory paragraph, demonstrating ability to including appropriate transitional strategies for coherence or supporting evidence and elaboration, and writing body paragraphs with a conclusion appropriate to purpose and audience. • Begin to write full, complex informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus; include structures and appropriate transitional strategies for coherence; and include strong supporting details and a well-developed, appropriate conclusion. • Begin to use text features in information texts to enhance meaning.

	• Begin to write or revise more than one complex paragraph, demonstrating ability to state opinions about topics or sources, set a context, efficiently organize ideas, develop strong supporting evidence/reasons and elaboration, and develop an appropriate, strong conclusion. • Begin to write complex opinion pieces, clearly demonstrating ability to state opinions about topics or sources, attending to purpose and audience; efficiently organize ideas by stating a context and focus; include more complex structures and appropriate transitional strategies for coherence; develop strong supporting evidence/reasons; and provide an appropriate, well-developed conclusion. • Begin to strategically use language and vocabulary appropriate to purpose and audience when revising or composing complex texts. • Begin to apply or edit appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Begin to use multiple tools of technology to gather information, make revisions, or produce texts.
SPEAKING/ LISTENING Target 4	• Begin to critically interpret and use information delivered orally or audio-visually.
RESEARCH/ INQUIRY Targets 1–4	• Begin to conduct research projects to answer multi-step questions or to investigate and paraphrase different aspects of a broader topic or concept. • Begin to locate information to support central ideas and subtopics and select and integrate critical information from two or more data or print and non-print text sources. • Begin to distinguish relevant-irrelevant information. • Begin to generate strong conjectures or opinions and cite relevant evidence to support them based on evidence collected and analyzed.

Threshold Achievement Level Descriptors
Grade 5 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	• Cite some textual evidence to support conclusions drawn from texts of low-to-moderate complexity. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of some grade-appropriate words, including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in one or more texts. • Identify and begin to compare how information is presented within or across texts of low-to-moderate complexity. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the meaning of some common figurative language.
READING Informational Text Targets 8–14	• Cite some textual evidence to support conclusions drawn from texts of low-to-moderate complexity. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of some grade-appropriate words, including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in texts of low-to-moderate complexity. • Identify and begin to compare how information is presented within or across texts of low-to-moderate complexity. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the meaning of some common figurative language.
WRITING Targets 1–10	• Write or revise one paragraph, demonstrating some narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft. • Plan, write, revise, and edit a full composition, occasionally demonstrating narrative techniques, chronology, transitional strategies for coherence, or author's craft. • Write or revise one informational/explanatory paragraph, demonstrating some ability to organize ideas by stating a focus, including some transitional strategies for coherence or some supporting evidence and elaboration, or writing body paragraphs or a conclusion. • Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience, organizing ideas by stating a focus, including structures and transitional strategies for coherence, including supporting evidence and elaboration, and developing a conclusion. • Use some appropriate text features (headings, bold text, captions, etc.) in informational texts to enhance meaning. • Write or revise one paragraph, demonstrating some ability to state opinions about topics or sources, set a loose context, minimally organize ideas using linking words or phrases, develop evidence/reasons and some elaboration, or develop a conclusion.

	• Plan, write, revise, and edit opinion pieces, demonstrating some ability to state opinions about topics or sources, minimally attending to purpose and audience; organize ideas by stating a context and focus; include structures and some transitional strategies for coherence; develop some evidence/reasons and elaboration; and develop a conclusion. • With minimal support, use some common language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Show some ability to apply and edit text, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Begin to use the tools of technology (including the Internet), with substantial guidance and support, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Interpret and use information delivered orally or audio-visually with support (e.g., some directive feedback).
RESEARCH/ INQUIRY Targets 1–4	• Begin to conduct simple, short research projects with some guidance. • With some guidance, begin to locate information to support central ideas and subtopics; select and integrate information from multiple sources. • With some guidance, begin to gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • With some guidance, begin to integrate information from several sources on the same topic to generate an informed opinion in order to write about the subject knowledgeably.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret the meaning of some figurative language, some literary devices, and some connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or judgments. • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects. • With some consistency, analyze some text structures and genre-specific features or formats from multiple texts, and identify the impact of those choices on meaning or presentation.
READING Informational Text Targets 8–14	• With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret the meaning of some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or

	judgments. • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects. • With some consistency, analyze some text structures, genre-specific features, or formats from multiple texts of moderate complexity.
WRITING Targets 1–10	• Write or revise one or more paragraphs, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose, including a conclusion. • Plan, write, revise, and edit a full composition, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, author's craft appropriate to purpose, including a conclusion, and evidence from texts to support analysis, reflection, and research. • Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating a focus, including transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience. • Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience; organize ideas by stating a focus, include structures and transitional strategies for coherence, include supporting evidence and elaboration, and develop a conclusion. • Use appropriate text features (headings, bold text, captions, etc.) in informational texts to enhance meaning. • Write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience. • Plan, write, revise and edit full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting evidence/reasons, and develop a conclusion appropriate to purpose and audience. • Use a range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Adequately apply and edit text, demonstrating a understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Use the tools of technology (including the Internet) to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Interpret and use information delivered orally or audio-visually.
RESEARCH/ INQUIRY Targets 1–4	• Conduct short research projects. • Locate information to support central ideas and subtopics; select and integrate information from multiple sources. • Gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • Integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.

Threshold Achievement Level Descriptors
Grade 5 English Language Arts/Literacy

The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Consistently cite specific and relevant textual evidence to support conclusions drawn from highly complex texts. • Accurately interpret the meaning and impact of most figurative language and literary devices or cognitive meanings of words and phrases. • Consistently and accurately summarize central ideas and key events. • Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments. • Analyze and/or compare how information is presented within or across highly complex texts, identifying relationships among targeted aspects. • Consistently evaluate text structures and genre-specific features across texts, and identify the impact of those choices on meaning or presentation.
READING Informational Text Targets 8–14	• Consistently cite specific, relevant textual evidence to support conclusions drawn from highly complex texts. • Accurately interpret the meaning and impact of most figurative language and literary devices or connotative meanings of words and phrases. • Consistently and accurately summarize central ideas and key events. • Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments. • Analyze and/or compare how information is presented within or across highly complex texts, identifying relationships among targeted aspects. • Consistently evaluate text structures across highly complex texts.
WRITING Targets 1–10	• Write or revise more than one complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose, including a strong conclusion. • Plan, write, revise, and edit a full, complex composition, clearly demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author's craft appropriate to purpose, including a well-developed conclusion and evidence from texts to support analysis, reflection, and research. • Write or revise more than one complex informational/explanatory paragraph, demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, or strong supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience. • Plan, write, revise, and edit full informational/explanatory text on a topic attending to purpose and audience, organizing ideas by stating a focus, including structures and appropriate transitional strategies for coherence, including strong supporting evidence and elaboration, and developing an appropriate conclusion. • Use effective text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.

	• Write or revise more than one paragraph, clearly demonstrating the ability to state opinions about topics or sources, set a context, efficiently organize ideas using linking words or phrases, develop supporting evidence/reasons and some elaboration, or develop a conclusion appropriate to purpose and audience. • Plan, write, revise and edit full opinion pieces, demonstrating the ability to state opinions about topics or sources, attend to purpose and audience, efficiently organize ideas by stating a context and focus, include some complex structures and appropriate transitional strategies for coherence, develop strong supporting evidence/reasons and elaboration, and develop an appropriate conclusion. • Use a broad range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Effectively apply and edit text, demonstrating an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Effectively use the tools of technology (including the Internet) to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Begin to critically interpret and use information delivered orally or audio-visually.
RESEARCH/ INQUIRY Targets 1–4	• Begin to critically and effectively conduct short research projects with some guidance. • Begin to critically and effectively locate information to support central ideas and subtopics; select and integrate information from multiple sources. • Begin to critically and effectively gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • Begin to critically and effectively integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.

Threshold Achievement Level Descriptors
Grade 6 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	• Cite some textual evidence to support conclusions drawn from text. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity. • Determine the intended meaning of some grade-appropriate words including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more texts. • Identify and begin to compare how information is presented within or across texts. • Relate basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the intent of some common figurative language.
READING Informational Text Targets 8–14	• Cite some textual evidence to support conclusions drawn from text. • Begin to use explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of grade-appropriate words including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more text. • Identify and begin to compare how information is presented within or across texts. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Partially interpret intent of some common figurative language.
WRITING Targets 1–10	• Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Plan, write, revise, and edit argument texts demonstrating partial ability to state claims about topics or sources. • With some support, use basic language appropriate to the purpose and audience when revising or composing text. • Apply or edit a piece of writing, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate limited use of technology, including the Internet, to produce and publish writing.

SPEAKING/ LISTENING Target 4	• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• With some consistency, identify relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or judgments made about intended effects. • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects, including analysis of authors' points of view. • With some consistency, analyze some text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation.
READING Informational Text Targets 8–14	• With some consistency, identify relevant textual evidence to support conclusions drawn from text. • Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • Determine the intended or precise meaning of grade-appropriate words including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify analyses or judgments made about intended effects. • Analyze how information is presented within or across texts, identifying some relationships among targeted aspects. • Analyze some text structures, genre-specific features or formats from multiple sources of text and the impact of those choices on meaning or presentation.
WRITING Targets 1–10	• Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Employ effective text features and visual components appropriate to purpose. • Demonstrate some ability to plan, write, revise, and edit full argument pieces, demonstrating ability to state claims about topics or sources; attend to purpose and

	audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion. • Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Demonstrate some ability to edit a piece of writing, showing a strong adequate understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate some use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Cite specific, relevant textual evidence to support conclusions drawn from text. • Interpret the intent and impact of most figurative language and literary devices or connotative meanings of words and phrases. • Summarize central ideas and key events in texts of high complexity. • Determine the intended and precise meaning of most grade-appropriate words including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analyses or judgments made about intended effects. • Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects. • Evaluate text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation.
READING Informational Text Targets 8–14	• Cite specific, relevant textual evidence to support conclusions drawn from text. • Interpret the intent and impact of most figurative language and literary devices or cognitive meanings of words and phrases. • Summarize central ideas and key events in texts of high complexity. • Determine the intended and precise meaning of most grade-appropriate words including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments made about intended effects. • Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects.

	• Evaluate text structures across texts.
WRITING Targets 1–10	• Demonstrate effective use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or author's craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Demonstrate use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence when writing longer narrative texts. • Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph. • Employ advanced text features and visual components appropriate to purpose. • Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Effectively apply or edit a piece of writing, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Effectively use technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Effectively engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Employ multimodal resources to advance a sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate the uses and limitations of sources. • Generate an authoritative claim. • Evaluate and cite substantial, relevant evidence.

Threshold Achievement Level Descriptors
Grade 7 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	• Use textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view in texts of low-to-moderate complexity. • Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity. • Partially analyze relationships among literary elements within or across texts of low-to-moderate complexity or differing versions of texts representing various genres and text types. • Partially analyze the structure within or between two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
READING Informational Text Targets 8–14	• Identify textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Partially summarize central ideas, topics/subtopics, key events, or procedures using some supporting ideas and details. • Partially determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of low-to-moderate complexity. • Partially apply reasoning and some textual evidence to justify inferences or interpret author's presentation of information; partially delineate and evaluate the argument assessing whether the reasoning is sound. • Partially analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Partially relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
WRITING Targets 1–10	• Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Plan, write, revise, and edit argument pieces demonstrating partial ability to state claims about topics or sources. • With some support, use basic language appropriate to the purpose and audience when revising or composing text. • Write or edit texts, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Demonstrate limited use of technology, including the Internet, to produce and publish writing.

SPEAKING/ LISTENING Target 4	• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• Summarize central ideas/key events using relevant details from texts of moderate complexity to determine a theme and provide an objective summary specifically relating analysis to character, setting, and plot. • Determine precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words/phrases. • Use a range of relevant textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of moderate complexity. • Analyze relationships among literary elements by comparing and contrasting them within or across texts of moderate complexity or differing versions of texts representing various genres and text types. • Analyze the structures of two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity.
READING Informational Text Targets 8–14	• Identify several pieces of relevant textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using relevant supporting ideas and details. • Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of moderate complexity. • Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of moderate complexity.

WRITING Targets 1–10	• Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Employ effective text features and visual components appropriate to purpose. • Demonstrate some ability to plan, write, revise, and edit full argument pieces demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; develop an appropriate conclusion. • Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Demonstrate some ability to edit a piece of writing, showing an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate some use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Evaluate precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words/phrases. • Evaluate meaning of words with multiple meanings based on context-word relationships and word structures; thoroughly differentiate vocabulary meanings in texts of high complexity. • Summarize central ideas and key events using the most significant details from longer portions of texts of high complexity. • Cite strong and varied textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of high complexity. • Analyze relationships by comparing and contrasting them among literary elements within or across texts of high complexity. • Evaluate the structures of two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Evaluate and interpret the impact and intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of high complexity.

Threshold Achievement Level Descriptors
Grade 7 English Language Arts/Literacy

READING Informational Text Targets 8–14	• Identify several pieces of strong and varied textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using strong supporting ideas and details with texts of high complexity. • Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of texts of high complexity. • Effectively apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Delineate and evaluate the argument assessing whether the reasoning is sound. • Effectively analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts of high complexity to compare/analyze the impact of those choices on meaning or presentation. • Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.
WRITING Targets 1–10	• Demonstrate effective use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Demonstrate use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence when writing longer narrative texts. • Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph. • Employ advanced text features and visual components appropriate to purpose. • Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Effectively write or edit texts, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Effectively use technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Effectively engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Employ multimodal resources to advance a sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate sources' uses and limitations. • Generate an authoritative claim. • Evaluate and cite substantial, relevant evidence.

Threshold Achievement Level Descriptors
Grade 8 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	• Cite textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view in texts of low-to-moderate complexity. • Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity. • Partially analyze relationships within or between literary elements within or across texts of low-to-moderate complexity or in differing versions of texts representing various genres and text types. • Partially analyze the structure of two or more texts and genre-specific features or formats of texts of low-to-moderate complexity and the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
READING Informational Text Targets 8–14	• Identify textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Partially summarize central ideas, topics/subtopics, key events, or procedures using some supporting ideas and details. • Partially determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships and word structures, and differentiate vocabulary meanings in texts of low-to-moderate complexity. • Partially apply reasoning and some textual evidence to justify inferences or interpret author's presentation of information; partially delineate and evaluate the argument assessing whether the reasoning is sound. • Partially analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' point of view. • Partially relate knowledge of text structures and genre-specific features or formats of texts of low-to-moderate complexity to compare/analyze the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
WRITING Targets 1–10	• Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Plan, write, revise, and edit argument pieces demonstrating partial ability to state claims about topics or sources. • With some support use basic language appropriate to the purpose and audience when revising or composing text. • Apply or edit a piece of writing, demonstrating a partial understanding of Standard English

	grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate limited use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• Summarize central ideas/key events using relevant details from texts of moderate complexity to determine a theme and provide an objective summary specifically relating analysis to character, setting, and plot. • Determine precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases. • Cite a range of relevant textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of moderate complexity. • Analyze relationships among literary elements by comparing and contrasting theme within texts of moderate complexity or in differing versions of texts representing various genres and text types. • Analyze the structures of two or more texts and genre-specific features or formats of texts of moderate complexity and the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity.
READING Informational Text Targets 8–14	• Identify several pieces of relevant textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using relevant supporting ideas and details. • Determine connotative and denotative meanings of words and phrases. • Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts of moderate complexity to compare/analyze the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of moderate complexity.

WRITING Targets 1–10	• Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative strategies, structures, and appropriate transitional strategies for coherence. • Employ effective text features and visual components appropriate to purpose. • Demonstrate some ability to plan, write, revise, and edit full argument pieces demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion. • Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Demonstrate some ability to edit a piece of writing, showing an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate some use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Evaluate precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases. • Evaluate meaning of words with multiple meanings based on context-word relationships and word structures; thoroughly differentiate vocabulary meanings in texts of high complexity. • Summarize central ideas and key events using the most significant details from longer portions of texts of high complexity. • Cite strong and varied textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of high complexity. • Analyze relationships by comparing and contrasting them among literary elements within or across texts of high complexity. • Evaluate the structures of two or more texts and genre-specific features or formats of texts of high complexity and the impact of those choices on meaning or presentation. • Evaluate and interpret the impact and intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of high complexity.
READING	• Identify several pieces of strong and varied textual evidence from sources across

Informational Text Targets 8–14	disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using strong supporting ideas and details. • Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings in texts of high complexity. • Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Delineate and evaluate the argument assessing whether the reasoning is sound. • Effectively analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts of high complexity to compare/analyze the impact of those choices on meaning or presentation. • Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.
WRITING Targets 1–10	• Demonstrate effective use of multiple, specific narrative strategies, structures, and appropriate transitional strategies for coherence. • Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Demonstrate use of multiple, specific narrative strategies, structures, and appropriate transitional strategies for coherence when writing longer narrative texts. • Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph. • Employ advanced text features and visual components appropriate to purpose. • Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Effectively write or edit texts, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Effectively use technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Thoroughly engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Employ multimodal resources to advance a sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate uses and limitations of sources. • Generate an authoritative claim. • Evaluate and cite substantial, relevant evidence.

Threshold Achievement Level Descriptors
Grade 11 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	• Identify key textual evidence to attempt to support simple inferences or conclusions. • Provide a simple summary of key events and/or details of a text. • Use sentence- and paragraph-level context and resources to determine meanings of most grade-level words. • Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text. • Analyze some interrelationships of literary elements in texts of low to moderate complexity. • Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact. • Identify elements that contribute to points of view and how they impact meaning. • Identify and determine meaning and impact of figurative language.
READING Informational Text Targets 8–14	• Identify key textual evidence to attempt to support simple inferences, analysis, interpretations, or conclusions. • Provide a simple summary of key events and/or details of a text. • Use sentence- and paragraph-level context and resources to determine meanings of words. • Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text. • Analyze the connection of ideas within and between texts of low-to-moderate complexity. • Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact. • Demonstrate emerging knowledge of obvious genre interpretations and ideas. • Have limited engagements and interaction with source materials in common. • Partially account for elements that contribute to points of view. • Identify and begin to determine meaning and impact of figurative language.
WRITING Targets: 1 and 3–10	• Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Demonstrate some understanding of the conventions of grade-appropriate Standard English grammar usage and mechanics to clarify a message. • Apply some revisions to narrative, informational, and argument texts. • Use basic technology, with support, for gathering information, making revisions, or producing texts.
SPEAKING/ LISTENING Target 4	• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets	• Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials.

1–4	• Construct a partial or undeveloped claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity. • Summarize themes and some analysis of thematic development over the course of the text using relevant details. • Determine intended meanings of most words, including distinguishing connotation/denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources. • Apply sufficient reasoning and a range of textual evidence to justify most inferences or judgments made about texts. • Adequately analyze interrelationships among literary elements within a text or multiple interpretations of text (including texts from the same period with similar themes, topics, or source materials). • Partially analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of text and explain the impact(s) of those choices on meaning or presentation. • Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) and connotative meanings of words and phrases used in context and the impact(s) of those word choices on meaning and tone.
READING Informational Text Targets 8–14	• Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity. • Summarize central ideas, topics, key events, or procedures from a text using sufficient supporting ideas and relevant details. • Determine intended meanings of most words, including distinguishing connotation/denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources. • Apply reasoning and a sufficient range of textual evidence to justify analyses of author's presentation of moderately complex information. • Adequately support a basic analysis of a moderately complex text to show how some connections are made in development of ideas or events or development of topics, themes, or rhetorical features. • Adequately support a basic analysis of text structures and/or text features and determine an impact of text structures and/or text features on meaning or presentation. • Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and partially explain the impact of these word choices on meaning and tone.
WRITING Targets 1 and 3–10	• Apply some narrative strategies, text structures, and some transitional strategies for coherence using some relevant details and precise words and phrases in writing or revising brief narrative texts. • Apply some strategies when writing or revising brief informational/explanatory texts to develop a topic by organizing ideas, using appropriate language to maintain a suitable focus/tone, and including some relevant supporting evidence.

	• Write full informational/explanatory texts appropriate for purpose and audience by organizing ideas, using appropriate language to maintain a suitable focus/tone, and gathering, assessing, and integrating some relevant supporting evidence from both print and digital sources. • Use text features (e.g., formatting, graphics, multimedia) with some attention to audience and purpose. • Apply strategies when writing or revising brief argumentative texts to develop a claim by organizing and citing some supporting evidence and counterclaims, providing transitional strategies for coherence, and using language to maintain a suitable focus/tone. • Write full argumentative texts to develop a specific claim by integrating some relevant supporting evidence from both print and digital sources, to develop claims and counterclaims that are appropriate for audience and purpose, to provide a concluding statement, and to use language to maintain a suitable focus/tone. • Demonstrate attempts to use varied syntax, vocabulary (including some academic and domain-specific vocabulary and figurative language), and style appropriate to the purpose and audience when revising and composing texts. • Apply and edit most conventions of grade-appropriate, Standard English grammar usage and mechanics. • Follow directions when using tools of technology to gather information, make revisions, or produce texts.
SPEAKING/ LISTENING Target 4	• Synthesize content from source materials and media, discriminating for relevance among a range of rhetorical presentations of information. • Listen for point of view and begin to analyze perspective and motivation in a speaker's assumptions, connections, use of vocabulary, unstated premises, and rhetorical choices.
RESEARCH/ INQUIRY Targets 1–4	• Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Identify and analyze textual evidence in texts of high complexity. • Provide an effective summary and analysis of thematic development over the course of a text using an appropriate level of relevant evidence. • Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation, figurative language, words with multiple meanings, and specialized academic language. • Apply reasoning and a thorough range of textual evidence to justify inferences or judgments made about texts. • Analyze the figurative and connotative meanings of words and phrases used in context and explain the complex impact(s) of those word choices on meaning and tone. • Apply reasoning and a range of textual evidence to justify inferences and judgments made about texts of high complexity.

	• Analyze the interrelationships among literary elements in texts of high complexity to show how connections are made in development of complex ideas or events. • Analyze the effectiveness and impact of text structures and/or text features of texts of high complexity. • Analyze figurative and connotative meanings of words and phrases in texts of high complexity.
READING Informational Text Targets 8–14	• Identify and analyze textual evidence in texts of high complexity. • Provide full analysis of the development of central ideas over the course of a text using an appropriate level of relevant evidence. • Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/ denotation, figurative language, words with multiple meanings, and specialized academic language. • Apply reasoning and a full range of textual evidence to justify inferences and judgments made about texts of high complexity. • Analyze the figurative and connotative meanings of words and phrases used in context and explain the complex impact(s) of those word choices on meaning and tone. • Apply thorough reasoning and a range of textual evidence to justify analyses of author's presentation of information in texts of high complexity. • Analyze texts of high complexity to show how connections are made in development of complex ideas or events. • Analyze the effectiveness and impact of text structures and/or text features of highly complex texts. • Analyze figurative and connotative meanings of words and phrases in texts of high complexity.
WRITING Targets 1 and 3–10	• Apply effective writing strategies and processes when writing and revising texts for all purposes. • Use precise language. • Use relevant and persuasive evidence. • Assess and synthesize supporting evidence. • Select technological tools based on appropriateness. • Apply grade-appropriate editing and revising skills.
SPEAKING/ LISTENING Target 4	• Synthesize diverse source materials from diverse perspectives delivered orally or through audiovisual materials. • Systematically evaluate the ways that uses of evidence, implicit premises, and rhetorical stylistic choices enhance or undermine points of view.
RESEARCH/ INQUIRY Targets 1–4	• Employ multimodal resources to advance a persuasive and sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate the uses and limitations of sources. • Generate authoritative claim. • Evaluate and cite substantial, relevant evidence.

Threshold Achievement Level Descriptors
Grade 3 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Targets A, B, C, and D: Operations and Algebraic Thinking	• Use multiplication and division within 100 to solve one-step mathematical problems involving arrays. • Determine the unknown number in a multiplication equation relating three whole numbers. • Apply the Commutative property of multiplication to mathematical problems with one-digit factors. • Recall from memory all products of two one-digit numbers. • Solve one- and two-step problems using all four operations with one- and two-digit numbers. • Identify patterns in the addition table.
CONCEPTS AND PROCEDURES Target E: Number and Operations – Base Ten	• Round whole numbers to the nearest 10 or 100.
CONCEPTS AND PROCEDURES Target F: Number and Operations– Fractions	• Identify a fraction on a number line.
CONCEPTS AND PROCEDURES Targets G and I: Measurement and Data	• Tell and write time to the nearest minute and measure liquid volumes and masses of objects using metric units of liters, grams, and kilograms. • Count unit squares to find the area of rectilinear figures.
CONCEPTS AND PROCEDURES Targets H and J: Measurement and Data	• Generate measurement data by measuring lengths using rulers marked with half-inch intervals. • Solve mathematical problems involving perimeters of polygons, including finding an unknown side length given the perimeter.
CONCEPTS AND PROCEDURES Target K: Geometry	• Partition shapes into parts with equal areas.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 3 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Targets A, B, C, and D: Operations and Algebraic Thinking	• Select the appropriate operation to solve one-step problems involving equal groups and arrays. • Use the properties of operations to multiply within the 10 by 10 multiplication table. • Fluently multiply within 100. • Solve two-step problems using addition and subtraction with numbers larger than 100 and solutions within 1,000.
CONCEPTS AND PROCEDURES Target E: Number and Operations – Base Ten	• Fluently add within 1,000, using strategies or algorithms based on place value understanding, properties of arithmetic, and/or the relationship between addition and subtraction.
CONCEPTS AND PROCEDURES Target F: Number and Operations– Fractions	• Represent a fraction on a number line with partitioning.
CONCEPTS AND PROCEDURES Targets G and I: Measurement and Data	• Estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters. • Find the area of a rectilinear figure by multiplying side lengths and by decomposing a rectilinear figure into non-overlapping rectangles and adding them together.
CONCEPTS AND PROCEDURES Targets H and J: Measurement and Data	• Generate measurement data by measuring length using rulers marked with quarter-inch intervals and represent the data on a line plot marked with quarter-inch intervals. • Solve word problems involving perimeters of polygons.
CONCEPTS AND PROCEDURES Target K: Geometry	• Draw examples of quadrilaterals that do not belong to given subcategories by reasoning about their attributes.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 3 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Targets A, B, C, and D: Operations and Algebraic Thinking	• Use multiplication and division within 100 to solve one-step problems involving measurement quantities of two- or three-digit whole numbers. • Apply strategies in multiplication. • Use relevant ideas or procedures to multiply. • Explain arithmetic patterns.
CONCEPTS AND PROCEDURES Target E: Number and Operations – Base Ten	• Use multiple strategies to fluently add within 1,000.
CONCEPTS AND PROCEDURES Target F: Number and Operations– Fractions	• Represent a fraction approximately on a number line with no partitioning.
CONCEPTS AND PROCEDURES Targets G and I: Measurement and Data	• Solve one-step addition problems involving all time intervals from hours to minutes. • Find the area of a rectilinear figure in a word problem.
CONCEPTS AND PROCEDURES Targets H and J: Measurement and Data	• N/A
CONCEPTS AND PROCEDURES Target K: Geometry	• N/A
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 4 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: Operations and Algebraic Thinking	• Add and subtract to solve one-step problems involving an unknown number.
CONCEPTS AND PROCEDURES Targets B and C: Operations and Algebraic Thinking	• Determine whether a given whole number in the range of 1–100 is a multiple of a given one-digit number. • Generate a shape pattern that follows a given rule.
CONCEPTS AND PROCEDURES Targets D and E: Number and Operations – Base Ten	• Look for and use repeated reasoning to generalize place value understanding in order to read and write multi-digit whole numbers less than or equal to 100,000 using base-ten numerals and number names. • Use place value understanding to add and subtract two- and three-digit whole numbers using a standard algorithm.
CONCEPTS AND PROCEDURES Targets F, G, and H: Number and Operations – Fractions	• Recognize equivalent fractions using visual models. • Use visual fraction models to represent a problem. • Express a fraction with denominator 10 as an equivalent fraction with denominator 100.
CONCEPTS AND PROCEDURES Targets I, J, and K: Measurement and Data	• Apply the perimeter formula to rectangles in mathematical problems. • Use data from a given line plot using fractions 1/2, 1/4, and 1/8 to solve one-step problems. • Recognize whole-number degrees on a protractor.
CONCEPTS AND PROCEDURES Target L: Geometry	• Identify points, lines, line segments, and rays.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 4 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: Operations and Algebraic Thinking	• Multiply and divide to solve one-step problems involving equal groups or arrays.
CONCEPTS AND PROCEDURES Targets B and C: Operations and Algebraic Thinking	• Find factor pairs for whole numbers in the range of 1–100. • Identify apparent features of a pattern in a problem with scaffolding.
CONCEPTS AND PROCEDURES Targets D and E: Number and Operations – Base Ten	• Read and write multi-digit whole numbers less than or equal to 1,000,000 using base-ten numerals, number names, and expanded form. • Multiply four-digit whole numbers by a one-digit number.
CONCEPTS AND PROCEDURES Targets F, G, and H: Number and Operations – Fractions	• Generate equivalent fractions using visual models. • Identify and generate equivalent forms of a fraction with like denominators. • Add two fractions with respective denominators 10 and 100.
CONCEPTS AND PROCEDURES Targets I, J, and K: Measurement and Data	• Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. • Interpret data from a line plot to solve problems involving addition of fractions with like denominators by using information presented in line plots. • Construct angles between 0 and 180 degrees in whole-number degrees using a protractor.
CONCEPTS AND PROCEDURES Target L: Geometry	• Draw lines of symmetry for two-dimensional figures.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 4 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: Operations and Algebraic Thinking	• Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.
CONCEPTS AND PROCEDURES Targets B and C: Operations and Algebraic Thinking	N/A
CONCEPTS AND PROCEDURES Targets D and E: Number and Operations – Base Ten	N/A
CONCEPTS AND PROCEDURES Targets F, G, and H: Number and Operations – Fractions	• Compare two fractions with different numerators and different denominators using <, >, and =. • Compare two decimals to the hundredths using <, >, and = or a number line and justify the conclusions by using visual models.
CONCEPTS AND PROCEDURES Targets I, J, and K: Measurement and Data	• Apply the perimeter formula to rectangles in real-world problems. • Solve addition problems to find unknown angles on a diagram in mathematical problems.
CONCEPTS AND PROCEDURES Target L: Geometry	N/A
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 5 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Operations and Algebraic Thinking	• Write numerical expressions having one set of parentheses, brackets, or braces. • Graph whole number ordered pairs from two whole number numerical patterns on a coordinate plane.
CONCEPTS AND PROCEDURES Targets C and D: Number and Operations – Base Ten	• Understand that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right. • Demonstrate accuracy in multiplying multi-digit whole numbers and in finding whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors.
CONCEPTS AND PROCEDURES Targets E and F: Number and Operations – Fractions	• Add two fractions and/or mixed numbers with unlike denominators (denominators less than or equal to 6) in mathematical problems. • Use benchmark fractions to estimate and assess the reasonableness of answers (denominators less than or equal to 6). • Multiply a whole number by a mixed number. • Know the effect that a fraction greater than or less than 1 has on a whole number when multiplied. • Use visual models when multiplying two fractions between 0 and 1. • Perform division of a whole number by any unit fraction. • Understand that division of whole numbers can result in fractions.
CONCEPTS AND PROCEDURES Targets G and H: Measurement and Data	• Convert a whole number measurement to a decimal or fractional valued measurement within the same system (e.g., 30 in = ___ ft). • Make a line plot and display data sets in whole and half units.
CONCEPTS AND PROCEDURES Target I: Measurement and Data	• Understand the concept that the volume of a rectangular prism packed with unit cubes is related to the edge lengths.
CONCEPTS AND PROCEDURES Targets J and K: Geometry	• Graph whole number coordinate pairs on a coordinate plane with whole number increments of 2, 5, and 10. • Classify two-dimensional figures into categories by their attributes or properties.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 5 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Operations and Algebraic Thinking	• Write and interpret expressions with two different operations. • Compare two related numerical patterns within sequences and tables.
CONCEPTS AND PROCEDURES Targets C and D: Number and Operations – Base Ten	• Use whole number exponents to denote powers of 10; round decimals to the thousandths; and read, write, and compare decimals to the thousandths using base-ten numerals, number names, and expanded form, using >, =, and < to record the results of the comparison. • Fluently multiply multi-digit whole numbers and find whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors. • Perform the four operations on decimals to the hundredths. • Relate a strategy to a written method and explain the reasoning used.
CONCEPTS AND PROCEDURES Targets E and F: Number and Operations – Fractions	• Subtract fractions and mixed numbers with unlike denominators in word problems. • Use benchmark fractions and number sense of fractions to estimate and assess the reasonableness of answers. • Multiply a mixed number by a mixed number. • Use visual models when multiplying two fractions, including when one fraction is larger than 1. • Interpret division of a whole number by any unit fraction.
CONCEPTS AND PROCEDURES Targets G and H: Measurement and Data	• Convert from a smaller unit of measurement to a larger one, resulting in one decimal place (metric system) or a small denominator fraction (standard system). • Make a line plot to display data sets in fractions of a unit (1/2, 1/4, 1/8). • Solve one-step problems using information from line plots that require addition, subtraction, and multiplication of fractions.
CONCEPTS AND PROCEDURES Target I: Measurement and Data	• Use $V = lwh$ and $V = Bh$ to find the volume of rectangular prisms.
CONCEPTS AND PROCEDURES Targets J and K: Geometry	• Graph coordinate pairs where one term is a whole number and one is a fraction with a denominator of 2 or 4 on a coordinate plane with whole number axis increments. • Classify two-dimensional figures into subcategories by their attributes or properties.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 5 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Operations and Algebraic Thinking	• Compare two related numerical patterns and explain the relationship within sequences of ordered pairs that are rational numbers.
CONCEPTS AND PROCEDURES Targets C and D: Number and Operations – Base Ten	• Combine multiplying by powers of 10, comparing, and rounding to highlight essential understandings
CONCEPTS AND PROCEDURES Targets E and F: Number and Operations – Fractions	• Use or create visual models when multiplying two fractions that are larger than 1.
CONCEPTS AND PROCEDURES Targets G and H: Measurement and Data	N/A
CONCEPTS AND PROCEDURES Target I: Measurement and Data	• Find the volume of a right rectangular prism after doubling the edge length of a side with a whole number measurement and compare it to the original.
CONCEPTS AND PROCEDURES Targets J and K: Geometry	• Graph coordinate pairs where one term is a whole number and one is a fraction on a coordinate plane with fractional axis increments of 1/2, 1/4, or 1/10.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 6 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Find unit rates given two whole number quantities where one evenly divides the other.
CONCEPTS AND PROCEDURES Targets B and C: The Number System	• Divide a whole number by a fraction between 0 and 1 and be able to connect to a visual model. • Add and subtract multi-digit decimals. • Find common factors of two numbers less than or equal to 40. • Find multiples of two numbers less than or equal to 12.
CONCEPTS AND PROCEDURES Target D: The Number System	• Order fractions and integers. • Place integer pairs on a coordinate plane with axis increments of 2, 5, or 10.
CONCEPTS AND PROCEDURES Targets E, F, and G: Expressions and Equations	• Evaluate expressions with and without variables and without exponents. • Write one- and two-step algebraic expressions introducing a variable. • Solve one-variable equations and inequalities of the form $x + p =/\leq/\geq/</> q$ or $px =/\leq/\geq/</> q$, where p and q are nonnegative rational numbers. • Given a table of values for a linear relationship ($y = kx$ or $y = x \pm c$), create the equation.
CONCEPTS AND PROCEDURES Target H: Geometry	• Find areas of special quadrilaterals and triangles. • Draw polygons in the four-quadrant plane.
CONCEPTS AND PROCEDURES Targets I and J: Statistics and Probability	• Understand that questions that lead to variable responses are statistical questions and vice versa. • Identify a reasonable measure of central tendency for a given set of numerical data. • Find mean and median.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 6 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Solve unit rate problems. • Solve percent problems by finding the whole, given a part and the percent. • Describe a ratio relationship between any two number quantities and understand the concept of unit rate in problems (denominators less than or equal to 12).
CONCEPTS AND PROCEDURES Targets B and C: The Number System	• Apply and extend previous understandings of multiplication and division to divide a mixed number by a fraction and be able to connect to a visual model. • Multiply and divide multi-digit decimal numbers. • Find the greatest common factor of two numbers less than or equal to 100 and the least common multiple of two numbers less than or equal to 12.
CONCEPTS AND PROCEDURES Target D: The Number System	• Place points with rational coordinates on a coordinate plane and combine absolute value and ordering, with or without models ($\|-3\| < \|-5\|$).
CONCEPTS AND PROCEDURES Targets E, F, and G: Expressions and Equations	• Write and evaluate numerical expressions without exponents and expressions from formulas in real-world problems. • Identify equivalent expressions. • Write one-variable equations and inequalities of the form $x + p =/\leq/\geq/</> q$ or $px =/\leq/\geq/</> q$, where p and q are nonnegative rational numbers. • Graph solutions to equations and inequalities on the number line. • Create the graph, table, and equation for a linear relationship ($y = kx$ or $y = x \pm c$) and make connections between the representations.
CONCEPTS AND PROCEDURES Target H: Geometry	• Find areas of quadrilaterals and other polygons that can be decomposed into three or fewer triangles. • Find the volume of right rectangular prisms with fractional or mixed number side lengths.
CONCEPTS AND PROCEDURES Targets I and J: Statistics and Probability	• Identify a reasonable center and spread for a given context and understand how this relates to the overall shape of the data distribution. • Understand that a measure of center summarizes all of its values with a single number. • Summarize or display data in box plots. • Find the interquartile range. • Use range and measures of center to describe the shape of the data distribution as it relates to a familiar context. • Pose statistical questions.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 6 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Solve unfamiliar or multi-step problems by finding the whole, given a part and the percent. • Understand and explain ratio relationships between any two number quantities. • Identify relationships between models or representations.
CONCEPTS AND PROCEDURES Targets B and C: The Number System	• Use visual models in settings where smaller fractions are divided by larger fractions. • Understand and apply the fact that a fraction multiplied or divided by 1 in the form of a/a is equivalent to the original fraction.
CONCEPTS AND PROCEDURES Target D: The Number System	N/A
CONCEPTS AND PROCEDURES Targets E, F, and G: Expressions and Equations	• Using the properties of operations, show why two expressions are equivalent. • Solve equations and inequalities of the form $x + p =/\leq/\geq/</> q$ or $px =/\leq/\geq/</> q$, where p and q are rational numbers. • Create the graph, table, and equation for nonlinear polynomial relationships, making connections between the representations.
CONCEPTS AND PROCEDURES Target H: Geometry	• Solve problems by finding surface areas of triangular or rectangular prisms and triangular or rectangular pyramids.
CONCEPTS AND PROCEDURES Targets I and J: Statistics and Probability	• Predict effects on mean and median given a change in data points. • Complete a data set with given measures (e.g., mean, median, mode, interquartile range).
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 7 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Identify proportional relationships presented in equation formats and find unit rates involving whole numbers.
CONCEPTS AND PROCEDURES Target B: The Number System	• Convert between familiar fractions and decimals.
CONCEPTS AND PROCEDURES Targets C and D: Expressions and Equations	• Apply properties of operations to expand linear expressions with integer coefficients. • Solve multi-step problems with decimal numbers. • Solve equations in the form of $px + q = r$, where p, q, and r are decimal numbers.
CONCEPTS AND PROCEDURES Targets E and F: Geometry	• Describe geometric shapes with given conditions. • Use vertical angles expressed as numerical measurements to solve problems. • Calculate the area of a circle when the formula is provided and the area of quadrilaterals.
CONCEPTS AND PROCEDURES Targets G, H, and I: Statistics and Probability	• Determine whether or not a sample is random. • Find the range of a set of data about a given population. • Approximate the probability of a chance event by collecting data.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 7 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Represent proportional relationships in graphs and tables and solve one-step rate-related problems.
CONCEPTS AND PROCEDURES Target B: The Number System	• Solve mathematical problems using addition, subtraction, and multiplication on rational numbers. • Understand that $(-1)(-1) = 1$. • Convert common fractions and fractions with denominators that are a factor of a power of 10 to decimals.
CONCEPTS AND PROCEDURES Targets C and D: Expressions and Equations	• Add, subtract, and factor linear expressions with decimal coefficients. • Graph the solution set to a given inequality in the form of $x > p$ or $x < p$, where p is a rational number. • Understand that rewriting an expression can shed light on how quantities are related in a familiar problem-solving context with a moderate degree of scaffolding. • Use variables to reason with quantities in real-world and mathematical situations with a high degree of scaffolding.
CONCEPTS AND PROCEDURES Targets E and F: Geometry	• Create a scale drawing of a given figure when a scale factor is given. • Determine the surface area of a right prism. • Use vertical angles expressed as variables to solve two-step problems.
CONCEPTS AND PROCEDURES Targets G, H, and I: Statistics and Probability	• Use random sampling to draw inferences about a population in familiar contexts. • Informally assess the degree of visual overlap of two numerical data distributions. • Calculate the theoretical probability of a compound event.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 7 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Solve real-world problems involving proportional relationships that require one step with measurement conversions.
CONCEPTS AND PROCEDURES Target B: The Number System	• Solve real-world problems with integers and proper fractions, using addition, multiplication, subtraction, and division.
CONCEPTS AND PROCEDURES Targets C and D: Expressions and Equations	• Construct inequalities with two variables to solve problems.
CONCEPTS AND PROCEDURES Targets E and F: Geometry	• Describe the two-dimensional figures that result from slicing spheres and cones.
CONCEPTS AND PROCEDURES Targets G, H, and I: Statistics and Probability	• Generate multiple samples (or simulated samples) of the same size. • Determine which measures of variability should be used to draw informal comparative inferences about two populations. • Construct a simulation experiment and generate frequencies for compound events.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 8 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: The Number System	• Identify numbers as rational or irrational.
CONCEPTS AND PROCEDURES Targets B, C, and D: Expressions and Equations	• Find the cube of one-digit numbers and the cube root of perfect cubes (less than 1,000). • Use appropriate tools (e.g., calculator, pencil and paper) to translate large numbers from scientific to standard notation. • Identify the *y*-intercept and calculate the slope of a line from an equation or graph. • Graph a system of linear equations and identify the solution as the point of intersection.
CONCEPTS AND PROCEDURES Targets E and F: Functions	• Identify whether an input/output pair satisfies a function. • Compare properties of two linear functions represented in the same way (algebraically, graphically, or in a table). • Construct a table to represent a linear relationship between two quantities. • Qualitatively describe a graph of a linear function.
CONCEPTS AND PROCEDURES Targets G and H: Geometry	• Construct reflections across an axis and translations of figures in a coordinate plane.
CONCEPTS AND PROCEDURES Target I: Geometry	• Identify the appropriate formula for the volume of a cylinder and connect the key dimensions to the appropriate location in the formula.
CONCEPTS AND PROCEDURES Target J: Statistics and Probability	• Identify what a linear pattern looks like from a given scatter plot.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 8 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: The Number System	• Convert from fractions to repeating decimals. • Use rational approximations of familiar irrational numbers to make numerical comparisons.
CONCEPTS AND PROCEDURES Targets B, C, and D: Expressions and Equations	• Solve simple quadratic monomial equations and represent the solution as a square root. • Work with and perform operations with scientific notation of large numbers. • Identify unit rate of change in linear relationships (i.e., slope is the rate of change). • Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms and equations with infinitely many solutions or no solution. • Solve a system of linear equations with integer coefficients using an algebraic strategy.
CONCEPTS AND PROCEDURES Targets E and F: Functions	• Classify functions as linear or nonlinear on the basis of the algebraic representation. • Determine the rate of change and the initial value of a function. • Know linear equations of the form $y = mx + b$ are functions. • Compare properties of two linear functions represented in different ways (algebraically, graphically, or in a table).
CONCEPTS AND PROCEDURES Targets G and H: Geometry	• Predict the location of point P after a transformation. • Know that sequences of translations, rotations, and reflections on a figure always result in a congruent figure. • Construct rotations of figures in a coordinate plane.
CONCEPTS AND PROCEDURES Target I: Geometry	• Calculate the volume of a cylinder in direct and familiar mathematical and real-world problems.
CONCEPTS AND PROCEDURES Target J: Statistics and Probability	• Describe outliers for a given scatter plot.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 8 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: The Number System	• Approximate irrational numbers between two integers to a specified level of precision.
CONCEPTS AND PROCEDURES Targets B, C, and D: Expressions and Equations	• Write a system of two linear equations with two variables to represent a context.
CONCEPTS AND PROCEDURES Targets E and F: Functions	• Interpret the rate of change and initial value of a linear function in terms of its graph.
CONCEPTS AND PROCEDURES Targets G and H: Geometry	• Describe the impact of two transformations, including a dilation, on a figure. • Identify or draw the relevant right triangle in a three-dimensional figure, given coordinates or a diagram.
CONCEPTS AND PROCEDURES Target I: Geometry	• Solve unfamiliar or multi-step problems involving volumes of cylinders.
CONCEPTS AND PROCEDURES Target J: Statistics and Probability	• Use the trend line or line of best fit to make predictions in real-world situations.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 11 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Number and Quantity	• Extend the properties of integer exponents to multiply expressions with rational exponents that have common denominators. • Perform operations on rational numbers and familiar irrational numbers. • Understand that rational numbers are closed under addition and multiplication.
CONCEPTS AND PROCEDURES Target C: Quantities	• Choose and interpret the correct units in a formula given in a familiar context, including making measurement conversions between simple units.
CONCEPTS AND PROCEDURES Targets D, E, F, G, H, I, and J: Algebra	• Use linear equations in one and two variables and inequalities in one variable to model a familiar situation and to solve a familiar problem. • Explain solution steps for solving linear equations and solve a simple radical equation. • Use properties of exponents to expand a single variable (coefficient of 1) repeated up to two times with a nonnegative integer exponent into an equivalent form and vice versa, e.g., $x^2x^3 = xxxxx = x^{2+3}$. • Solve one-step linear equations and inequalities in one variable and understand the solution steps as a process of reasoning. • Represent linear equations and quadratic equations with integer coefficients in one and two variables graphically on a coordinate plane. • Recognize equivalent forms of linear expressions and write a quadratic expression with integer-leading coefficients in an equivalent form by factoring. • Add multi-variable polynomials made up of monomials of degree 2 or less. • Graph and estimate the solution of systems of linear equations.
CONCEPTS AND PROCEDURES Targets K, L, M, and N: Functions	• Understand the concept of a function in order to distinguish a relation as a function or not a function. • Interpret quadratic functions in context, and given the key features of a graph, the student should be able to identify the appropriate graph. • Graph quadratic functions by hand or by using technology. • Identify properties of two linear or two quadratic functions. • Understand equivalent forms of linear and quadratic functions. • Build an explicit function to describe or model a relationship between two quantities. • Add, subtract, and multiply linear functions.
CONCEPTS AND PROCEDURES Target O: Similarity, Right Triangles, and Trigonometry	• Use the Pythagorean Theorem in unfamiliar problems to solve for the missing side in a right triangle with some scaffolding.
CONCEPTS AND PROCEDURES Target P: Statistics and Probability	• Describe the differences in shape, center, and spread of two or more different data sets representing familiar contexts.

PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.
The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Number and Quantity	• Apply all laws of exponents on expressions with exponents that have common denominators. • Rewrite expressions with rational exponents of the form (m/n) to radical form and vice versa. • Use repeated reasoning to recognize that the sums and products of a rational number and a nonzero irrational number are irrational.
CONCEPTS AND PROCEDURES Target C: Quantities	• Reason quantitatively to choose and interpret the units in a formula given in an unfamiliar context, including making compound measurement conversions. • Define appropriate quantities or measurements in familiar contexts with some scaffolding to construct a model. • Choose the scale and origin of a graph or data display.
CONCEPTS AND PROCEDURES Targets D, E, F, G, H, I, and J: Algebra	• Create and use quadratic inequalities in two variables to model a situation and to solve a problem. • Write a quadratic expression in one variable with rational coefficients in an equivalent form by factoring, identify its zeroes, and explain the solution steps as a process of reasoning. • Use properties of exponents to write equivalent forms of exponential functions with one or more variables with integer coefficients with nonnegative integer exponents involving operations of addition, subtraction, and multiplication without requiring distribution of an exponent across parentheses. • Solve a quadratic equation with integer roots in standard form. • Represent polynomial and exponential functions graphically and estimate the solution of systems of equations displayed graphically. • Understand that the plotted line, curve, or region represents the solution set to an equation or inequality. • Add and subtract multi-variable polynomials of any degree and understand that polynomials are closed under subtraction.
CONCEPTS AND PROCEDURES Targets K, L, M, and N: Functions	• Identify the domain and range of linear, quadratic, and exponential functions presented in any form. • Use function notation to evaluate a function for numerical or monomial inputs. • Appropriately graph and interpret key features of linear, quadratic, and exponential functions in familiar or scaffolded contexts and specify the average rate of change of a function on a given domain from its equation or approximate the average rate of change of a function from its graph. • Graph linear, quadratic, logarithmic, and exponential functions by hand and by using technology.

	• Analyze and compare properties of a linear function to properties of another function of any type. • Build a recursive function to describe or model a relationship between two quantities. • Divide linear functions.
CONCEPTS AND PROCEDURES Target O: Similarity, Right Triangles, and Trigonometry	• Use trigonometric ratios and the sine and cosine of complementary angles to find missing angles or sides of a given right triangle with minimal scaffolding.
CONCEPTS AND PROCEDURES Target P: Statistics and Probability	• Select the appropriate choice of spread as interquartile range or standard deviation based on the selection of the measure of center.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.
The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Number and Quantity	• Explain the relationship between properties of integer exponents and properties of rational exponents.
CONCEPTS AND PROCEDURES Target C: Quantities	• Define appropriate quantities or measurements in unfamiliar contexts with some scaffolding to construct a model.
CONCEPTS AND PROCEDURES Targets D, E, F, G, H, I, and J: Algebra	• Choose an appropriate equivalent form of an expression in order to reveal a property of interest when solving problems. • Solve a formula for any variable in the formula. • Provide an example that would lead to an extraneous solution when solving linear, quadratic, radical, and rational equations. • Use a variety of methods such as factoring, completing the square, quadratic formula, etc., to solve equations and to find minimum and maximum values of quadratic equations.

Threshold Achievement Level Descriptors
Grade 11 Mathematics

CONCEPTS AND PROCEDURES Targets K, L, M, and N: Functions	• Find the input of a function when given the function in function notation and the output, or find the output when given the input. • Describe complex features such as holes, symmetries, and end behavior of the graph of a function. • Graph functions both by hand and by using technology.
Target O: Similarity, Right Triangles, and Trigonometry	• Solve right triangle problems with multiple stages and in compound figures without scaffolding.
CONCEPTS AND PROCEDURES Target P: Statistics and Probability	• Interpret data to explain why a data value is an outlier.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Establishing Cut-Scores for Common Grades 9 and 10 English Language Arts/Literacy (ELA/L) and Mathematics Assessments

Introduction

Part of the scope of work in the Multi-Agency Assessment Cooperative (MAAC) is to develop grades 9 and 10 English language arts/literacy (ELA/L) and mathematics tests based on the grade 11 items in the 2014 Smarter Balanced assessment. The grades 9 and 10 tests would

- be common across three states: Idaho, U.S. Virgin Islands, and West Virginia;
- be calibrated on the Smarter Balanced grades 3–11vertical scale;
- be administered as a computer adaptive test; and
- have separate grade-specific cut-scores.

Blueprints

AIR examined the Common Core State Standards (CCSS) and determined that in ELA/L it was not possible to develop separate grades 9 and 10 blueprints. Therefore, the grades 9 and 10 tests will be based on the grade 11 blueprint. In mathematics however, AIR was able to create blueprints for grade 9 Integrated Mathematics I and grade 10 Integrated Mathematics II.

Proposed Blueprint for Grades 9 and 10 ELA/L Assessments

Because the Common Core State Standards for ELA/L are nearly identical between grades 9 and 10 and grades 11 and 12, the blueprint we propose for the grades 9 and 10 ELA/L benchmark assessments is the same blueprint Smarter uses at grade 11.

The Smarter blueprint is organized around claims and targets, within which are the CCSS for grades 11 and 12. These groupings can be found in Smarter's content specifications located on the Smarter Balanced website (**http://www.smarterbalanced.org/?s=content+specifications**). The blueprint does not go down to the standard level; therefore, the specific differences between the two grade bands are indistinguishable on the blueprint itself.

Based on the content specifications, targets 4 and 5 are where we see some differences between the standards at grades 9 and 10 and grades 11 and 12. For example, standard 9, which is included in both targets 4 and 5, calls for a comparison across literary texts. At grades 11 and 12, the standard calls for a comparison that is limited to foundational works of American literature from the same time period. At grades 9 and 10, the standard calls for an examination of texts across time periods and cultures. While there is some variation in the passages that support these standards, the items themselves—and the essential skills of integrating knowledge across multiple texts—are, we believe, ostensibly the same constructs.

The Smarter blueprint also calls for brief writing tasks as well as an extended writing task associated with the performance task. The rubric used to score the performance task is the same rubric used at grade 8. It is intended to measure overall writing performance rather than grade-specific subskills. Even the conventions dimension of the rubric does not specify grade-level grammar/usage skills. A full-credit score on conventions is given if the response "demonstrates an adequate command of conventions: adequate use of correct sentence formation, punctuation, capitalization, usage grammar, and spelling; no systematic pattern of errors is displayed."

The table below is Smarter's ELA/L Summative Assessment Blueprint for grade 11, which can also be found on Smarter's website at **http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/05/ELA_Preliminary_-Blueprint-2014_04-30Final.pdf**.

We propose this blueprint for grades 9 and 10 ELA/L benchmark assessments as shown in Table 1.

Table 1: Blueprint for Grade 9 and 10 ELA/L

Target Sampling ELA/L Grade 11									
Component	Claim/Score Reporting Category	Content Category	Assessment Target [1]		DoK[2,3]	CAT Items	Item Type		Total Items
							Machine Scored	Short Text	
CAT	1. Reading	Literary[4]	2	Central Ideas	2, 3	1[5]	1[5]	1[5]	6
			4	Reasoning and Evaluation	3, 4	1[5]			
			1	Key Details	2	4	4	0	
			3	Word Meanings	1, 2				
			5	Analysis within/ across Texts	3, 4				
			6	Text Structures and Features	3, 4				
			7	Language Use	3				
		Informational[6]	9	Central Ideas	2, 3	5–6[7]	12–13[7]	1[7]	13-14
			11	Reasoning and Evaluation	3, 4				
			8	Key Details	2	8		0	
			10	Word Meanings	1, 2				
			12	Analysis within/ across Texts	3, 4				
			13	Text Structures and Features	3, 4				
			14	Language Use	3				

Target Sampling ELA/L Grade 11									
Component	Claim/Score Reporting Category	Content Category	Assessment Target [1]		DoK[2,3]	CAT Items	Item Type		Total Items
							Machine Scored	Short Text	
CAT	2. Writing	Organization/ Purpose	1a 3a 6a	Write Brief Texts[8]	3	3	0	0–1[8]	10
			1b 3b 6b	Revise Brief Texts	2		0–2[8]	0	
		Evidence/ Elaboration	1a 3a 6a	Write Brief Texts[8]	3		0	0–1[8]	
			1b 3b 6b	Revise Brief Texts	2		2	0	
			8	Language and Vocabulary Use[9]	1, 2	2	2	0	
		Conventions	9	Edit/Clarify	1, 2	5	5	0	
	3. Speaking/ Listening	Listening	4	Listen/Interpret	1, 2, 3	9	9	0	9
	4. Research	Research	2	Analyze/ Integrate Info	2	5	5	5	5
			3	Evaluate Info/ Sources	2				
			4	Use Evidence	2				

Target Sampling ELA/L Grade 11									
Component	Claim/Score Reporting Category	Content Category	Assessment Target [1]		DoK	Item Type			Scores
						Machine Scored	Short Text	Full Write	
PT	2. Writing	Organization/ Purpose	2 4 7	Compose Full Texts	4	0	0	1	1
		Evidence/ Elaboration	2 4 7	Compose Full Texts					1
			8	Language and Vocabulary Use					
		Conventions	9	Edit/Clarify					1
	4. Research	Research	2	Analyze/ Integrate Info	3, 4	1	2	0	3
			3	Evaluate Info/ Sources	3, 4				
			4	Use Evidence	3, 4				

Proposed Blueprint for Grades 9 and 10 Mathematics Assessments

Because the grade 11 Mathematics blueprint includes an accumulation of standards from concepts taught in 9th, 10th and 11th grade the 9th and 10th grade blueprints are a subset of the 11th grade blueprint. All of the targets and domains on the grade 11 Smarter mathematics test are considered to be college and career ready content. So the grades 9 & 10 blueprints are the intersection of the Smarter grade 11 blueprint and what is taught in Integrated Math I for grade 9 and Integrated Math II for grade 10.

These two blueprints were created by starting with the grade 11 Smarter mathematics blueprint. Targets in Claim 1 that contain standards that are **not** part of the Integrated Math I or Integrated Math II recommended standards from CCSS Appendix A were removed. Domains in Claims 2, 3, and 4 that contain standards that are **not** part of the Integrated Math I/Integrated Math II recommended standards from CCSS Appendix A were removed. Then the targets were allocated appropriately to calculator and non-calculator segments based on how the items were field tested on grade 11. Last, the total number of items allocated to each claim and content category were updated to be proportional to the number of items on the grade 11 Smarter assessment.

The original Smarter grade 11 blueprint for mathematics can be found here: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/05/Math_Preliminary_-Blueprint-2014_04-30Final.pdf

We propose these blueprints for grades 9 and 10 mathematics summative assessments.

Table 2: Blueprint for Mathematics Grade 9

Claim	Content Category	Assessment Targets	DOK	Items		Total Items
				CAT	PT	
1. Concepts and Procedures	Priority Cluster	D. Interpret the structure of expressions.	1, 2	0-3	0	15
		E. Write expressions in equivalent forms to solve problems.	1, 2			
		F. Perform arithmetic operations on polynomials.	2	0		
		G. Create equations that describe numbers or relationships.	1, 2	0-5		
		H. Understand solving equations as a process of reasoning and explain the reasoning.	1, 2			
		I. Solve equations and inequalities in one variable.	1, 2			
		J. Represent and solve equations and inequalities graphically.	1, 2	0-8		
		K. Understand the concept of a function and use function notation.	1, 2	0-8		
		L. Interpret functions that arise in applications in terms of a context.	1, 2	0-7		
		M. Analyze functions using different representations.	1, 2, 3			
		N. Build a function that models a relationship between two quantities.	2			

Claim	Content Category	Assessment Targets	DOK	Items		Total Items
				CAT	PT	
	Supporting Cluster	O. Define trigonometric ratios and solve problems involving right triangles.	1, 2	0	0	5
		P. Summarize, represent, and interpret data on a single count or measurement variable.	2	1-3		
		A. Extend the properties of exponents to rational exponents.	1, 2	0		
		B. Use properties of rational and irrational numbers.	1, 2			
		C. Reason quantitatively and use units to solve problems.	1, 2	1-3		
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving (drawn across content domains)	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	2, 3	2	1-2	3-4
		B. Select and use appropriate tools strategically. C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3	1		
	Modeling and Data Analysis (drawn across content domains)	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	2, 3	1	2-3	5–6
		B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	2, 3, 4	1		
		C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2	1		
		G. Identify, analyze, and synthesize relevant external resources to pose or solve problems	3, 4	0		
3. Communicating Reasoning	Communicating Reasoning (drawn across content domains)	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	2	2-3	2	8
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	2, 3, 4	3		
		C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions. G. At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.)	2, 3, 4	1-2		

-- DOK: Depth of Knowledge, consistent with the Smarter Balanced Content Specifications.
-- The CAT algorithm will be configured to ensure the following:
For Claim 1, each student will receive at least 7 CAT items at DOK 2 or higher.
For combined Claims 2 and 4, each student will receive at least 2 CAT items at DOK 3 or higher.
For Claim 3, each student will receive at least 2 CAT items at DOK 3 or higher.

Table 3: Blueprint for Mathematics Grade 10

Claim	Content Category	Assessment Targets	DOK	Items		Total Items
				CAT	PT	
1. Concepts and Procedures	Priority Cluster	D. Interpret the structure of expressions.	1, 2	0-6	0	15
		E. Write expressions in equivalent forms to solve problems.	1, 2			
		F. Perform arithmetic operations on polynomials.	2	0-3		
		G. Create equations that describe numbers or relationships.	1, 2	0-6		
		H. Understand solving equations as a process of reasoning and explain the reasoning.	1, 2			
		I. Solve equations and inequalities in one variable.	1, 2			
		J. Represent and solve equations and inequalities graphically.	1, 2	0		
		K. Understand the concept of a function and use function notation.	1, 2	0		
		L. Interpret functions that arise in applications in terms of a context.	1, 2	0-7		
		M. Analyze functions using different representations.	1, 2, 3			
		N. Build a function that models a relationship between two quantities.	2			
	Supporting Cluster	O. Define trigonometric ratios and solve problems involving right triangles.	1, 2	2-4	0	5
		P. Summarize, represent, and interpret data on a single count or measurement variable.	2	0		
		A. Extend the properties of exponents to rational exponents.	1, 2	0-2		
		B. Use properties of rational and irrational numbers.	1, 2			
		C. Reason quantitatively and use units to solve problems.	1, 2	0		
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving (drawn across content domains)	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	2, 3	2	1-2	3-4
		B. Select and use appropriate tools strategically. C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3	1		
	Modeling and Data Analysis (drawn across content domains)	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	2, 3	1	2-3	5–6
		B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	2, 3, 4	1		

Claim	Content Category	Assessment Targets	DOK	Items		Total Items
				CAT	PT	
		C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2	1		
		G. Identify, analyze, and synthesize relevant external resources to pose or solve problems	3, 4	0		
3. Communicating Reasoning	Communicating Reasoning (drawn across content domains)	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	2	2-3	2	8
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	2, 3, 4	3		
		C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions. G. At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.)	2, 3, 4	1-2		

-- DOK: Depth of Knowledge, consistent with the Smarter Balanced Content Specifications.
-- The CAT algorithm will be configured to ensure the following:
For Claim 1, each student will receive at least 7 CAT items at DOK 2 or higher.
For combined Claims 2 and 4, each student will receive at least 2 CAT items at DOK 3 or higher.
For Claim 3, each student will receive at least 2 CAT items at DOK 3 or higher

Note that the blueprints above are preliminary and not final. They will be firmed up after AIR completes the simulations for the assessments.

Establishing Cut-Scores

There are several ways that cut-scores could be established for the common grades 9 and 10 tests. The most time-consuming, and expensive option would be to bring in a panel of standard setters and do a regular standard setting similar to the one done by Smarter Balanced. This could be done after the close of the testing window in 2015. The big disadvantage of this option is that scores in grades 9 and 10 could not be reported until after the standard-setting process was completed in June
or July.

A second, more simple and immediate, way the cut-scores could be established would be to use a regression interpolation procedure and determine the cut-scores statistically. This is the approach taken in the results below.

AIR examined the cut-scores established by Smarter Balanced in a variety of ways. Several patterns were immediately obvious when examining the cut-scores in the vicinity of grade 9 and 10. These are show in Figures 1–3 for ELA/L and Figures 4–6 for mathematics.

Figure 1: ELA/L Level 2 Smarter Cut-Scores

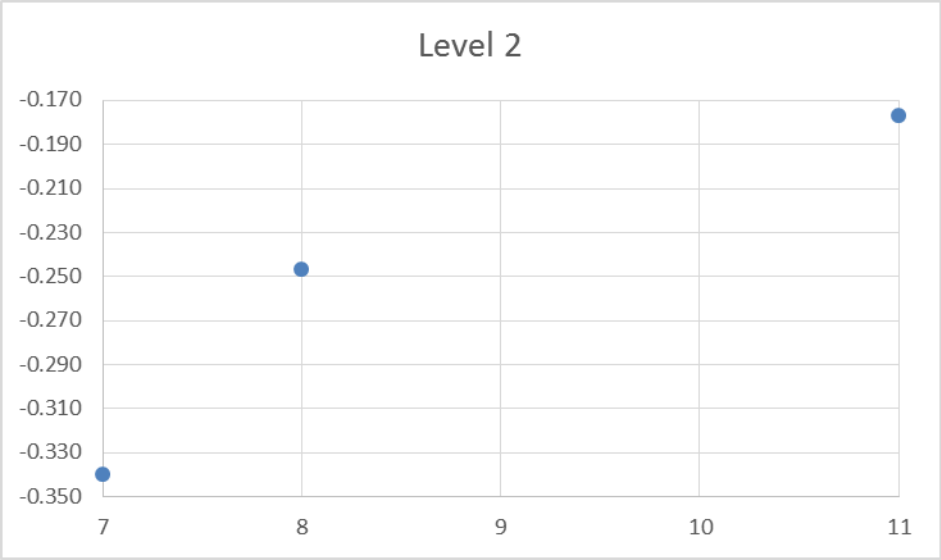


Figure 2: ELA/L Level 3 Smarter Cut-Scores

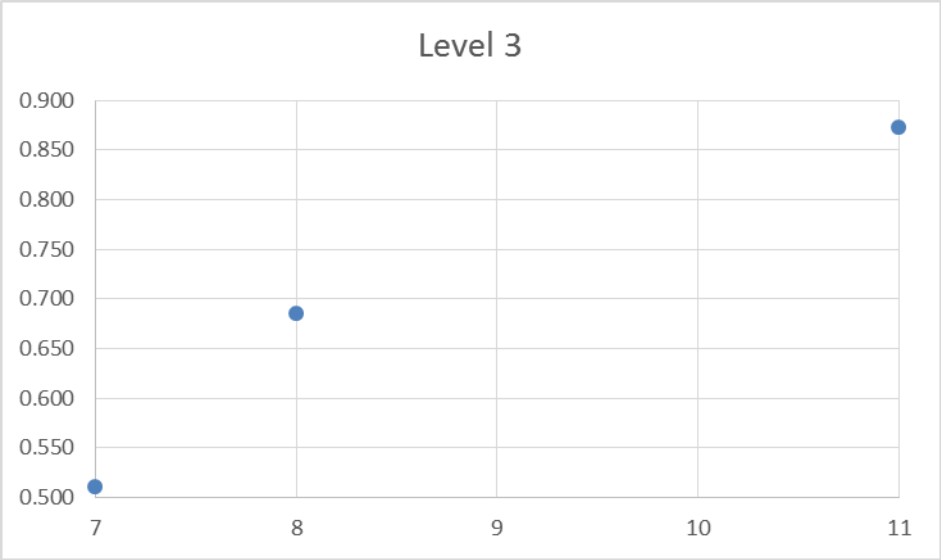


Figure 3: ELA/L Level 4 Smarter Cut-Scores

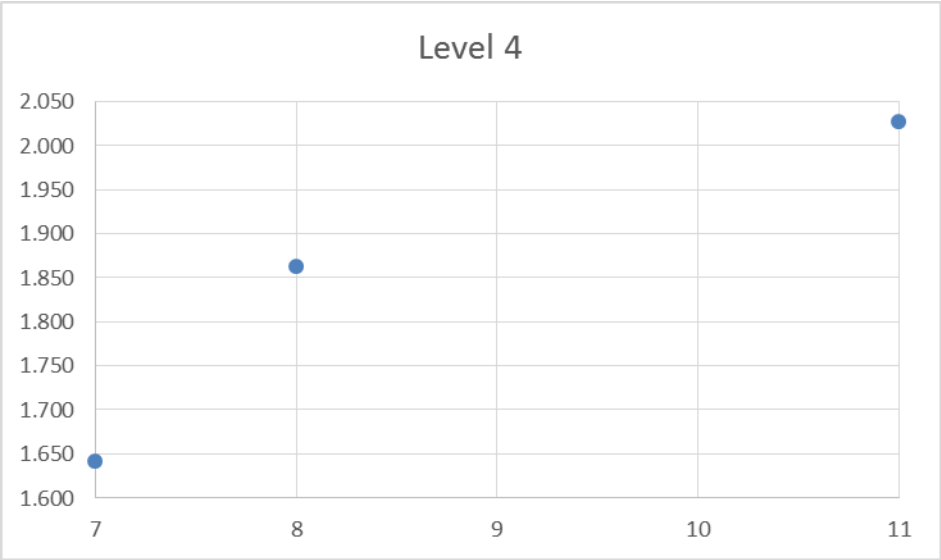


Figure 4: Mathematics Level 2 Smarter Cut-Scores

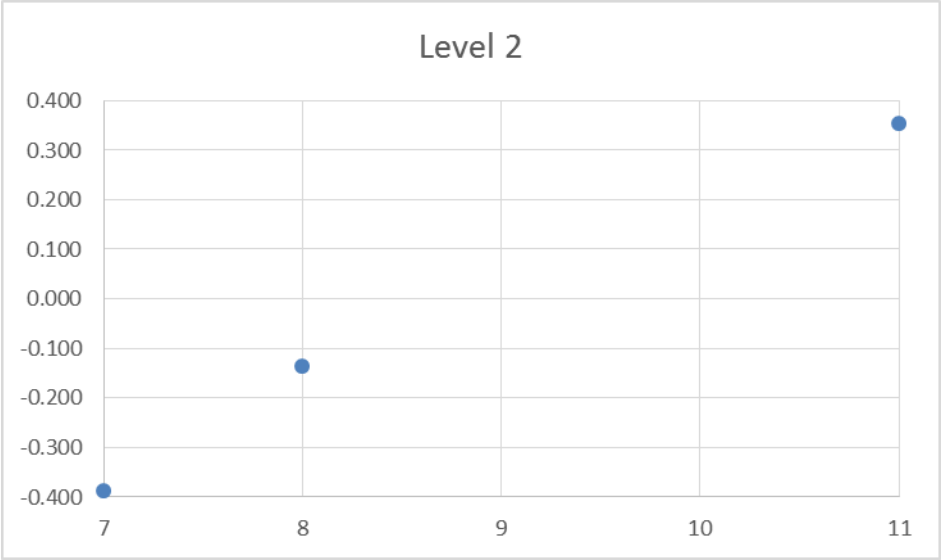


Figure 5: Mathematics Level 3 Smarter Cut-Scores

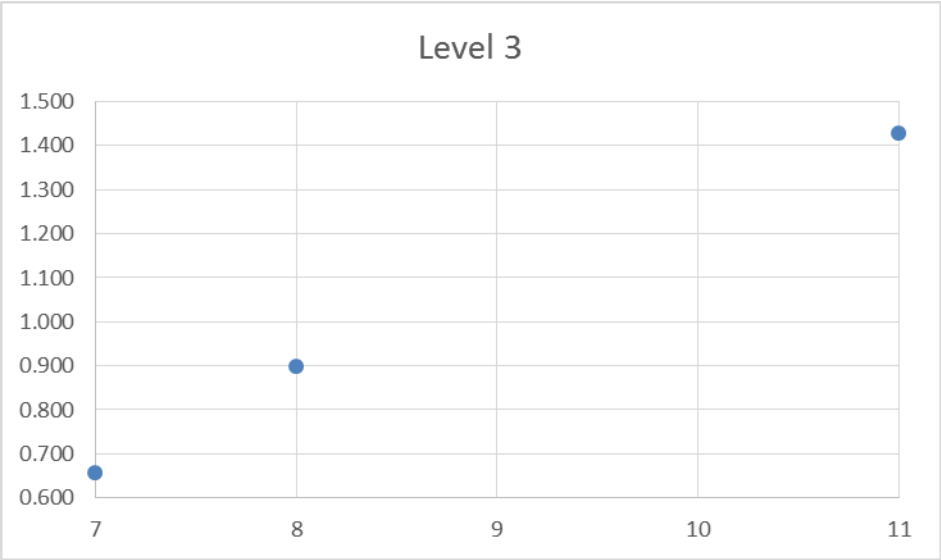
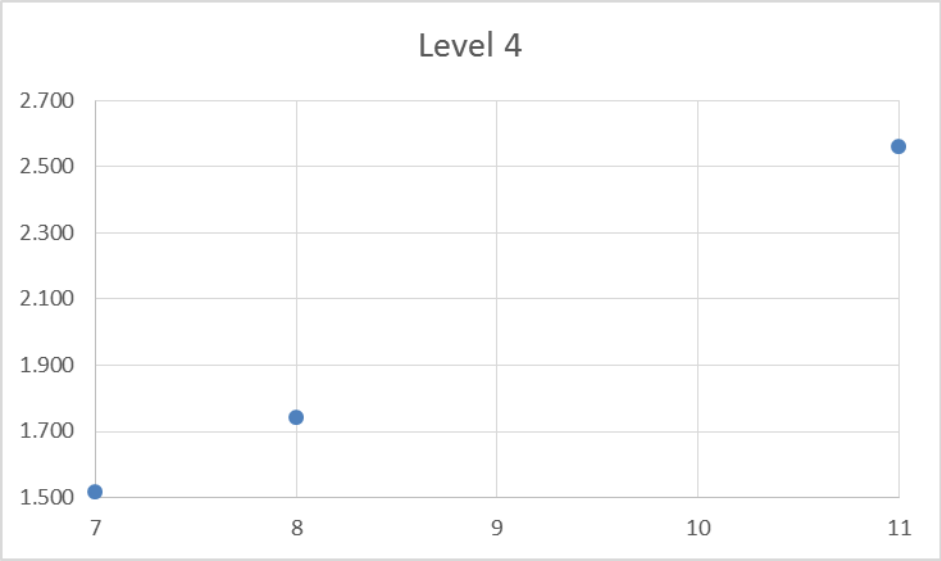


Figure 6: Mathematics Level 4 Smarter Cut-Scores



The obvious patterns in the graphs are that the cut-scores for ELA/L are curvilinear between grades 7 and 11, but the cut-scores for mathematics are linear. Therefore, in order to predict the cut-scores for grades 9 and 10 AIR used a curvilinear regression approach for ELA/L and a linear regression approach for mathematics. For ELA/L theta was converted to exp(theta). The predicted exp(theta) was converted back to the original theta metric by taking the log of predicted exp(theta). For mathematics, a simple linear regression using theta was used.

The sample sizes are listed in **Table 4**.

The sample sizes used in the regression analyses are listed in **Table 4**. Table 5 shows the values of cut-scores used in the regression for ELA/L, along with the slopes and intercepts of the regressions. Similarly, Table 6 shows the same results for mathematics. The percentage at and above for grades 9 and 10 was obtained from ETS. These percentages are based on the 2014 Smarter Balanced field-test vertical linking sample.

Table 4: Sample Sizes of Grades 9, 10, and 11 Students in Vertical Linking Sample

Sample Sizes in Vertical Linking Sample		
Grade	**ELA/L**	**Math**
09	7,714	12,016
10	11,924	14,342
11	31,019	21,250

Table 5: Cut-Scores for ELA/L

Level 2			
Anchoring Grade	**Exp(theta)**	**Theta Cut**	**Percentage (%) at and above**
07	0.712	-0.340	66
08	0.781	-0.247	71
11	0.838	-0.177	72
		Slope	0.028589
		Intercept	0.529122
Level 3			
07	1.665	0.510	38
08	1.984	0.685	41
11	2.392	0.872	41
		Slope	0.17107
		Intercept	0.530975
Level 4			
07	5.160	1.641	8
08	6.437	1.862	9
11	7.584	2.026	11
		Slope	0.554269
		Intercept	1.58987

Table 6: Cut-Scores for Mathematics

Level 2		
Anchoring Grade	**Theta Cut**	**Percentage (%) at and above**
07	-0.390	64
08	-0.137	62
11	0.354	59
	Slope	0.180846
	Intercept	-1.625
Level 3		
07	0.657	33
08	0.897	32
11	1.426	33
	Slope	0.188577
	Intercept	-0.641
Level 4		
07	1.515	13
08	1.741	13
11	2.561	11
	Slope	0.264231
	Intercept	-0.351

Table 7 shows the predicted cut-scores for grades 9 and 10 for ELA/L; Table 8 has the same information for mathematics. The scaled score cut-scores for grades 9 and 10 are bolded in both tables.

Table 7: Predicted Cut-Scores for ELA/L

ELA/L Predicted Cut-Scores				
Grade	**Predicted Theta Cut**	**Inverse Proportions**	**Theta Cuts**	**Scaled Score Cuts**
07	-0.316	65	-0.34	2479
08	-0.277	72	-0.247	2487
09	-0.240	68	-0.240	**2488**
10	-0.205	76	-0.205	**2491**
11	-0.170	72	-0.177	2493
07	0.547	37	0.51	2552
08	0.642	43	0.685	2567
09	0.728	38	0.728	**2571**
10	0.807	46	0.807	**2577**
11	0.881	40	0.872	2583
07	1.699	8	1.641	2649
08	1.796	10	1.862	2668
09	1.884	9	1.884	**2670**
10	1.965	13	1.965	**2677**
11	2.040	11	2.026	2682

Table 8: Predicted Cut-Scores for Mathematics

Mathematics Predicted Cut-Scores				
Grade	**Predicted Theta Cut**	**Inverse Proportions**	**Theta Cuts**	**SS Cuts**
07	-0.359	63	-0.39	2484
08	-0.178	63	-0.137	2504
09	0.003	56	0.003	**2515**
10	0.183	62	0.183	**2529**
11	0.364	59	0.354	2543
07	0.679	32	0.657	2567
08	0.868	33	0.897	2586
09	1.056	28	1.056	**2599**
10	1.245	33	1.245	**2614**
11	1.433	33	1.426	2628
07	1.499	13	1.515	2635
08	1.763	12	1.741	2653
09	2.027	9	2.027	**2676**
10	2.291	12	2.291	**2697**
11	2.556	11	2.561	2718

The scaled score-cuts were obtained by applying the scaled score linear transformations used by Smarter Balanced to convert thetas to scaled scores. The transformations are in Table 9.

Table 9: Scaled Score Transformations for Smarter Balanced

Sample Sizes in Vertical Linking Sample			
Subject	**Grade**	**Slope (a)**	**Intercept (b)**
ELA/L	3–8, HS	85.8	2508.2
Math	3–8, HS	79.3	2514.9

Lowest Observable Scaled Score (LOSS) and Highest Observable Scaled Score (HOSS) and Initial Ability Estimate

For reporting AIR would use the grade 11 lowest observable theta and highest observable theta (LOT/HOT) as well the lowest observable scaled score and highest observable scaled score (LOSS/HOSS) values. For ability estimation AIR would use the average ability of 2014 9th and 10th grade students as starting values. These are shown in Table 10. If approved by ID, WI and WV these values would be included in the Soring Specifications,

Table 10: LOSS/HOSS Values and Initial Ability Estimates

Subject	Grade	Min	Max	Average	Standard Dev	Theta Metric		Scale Score Metric	
						LOT	HOT	LOSS	HOSS
ELA	9	-2.4375	3.3392	0.3396	1.1536	-2.4375	3.3392	2299	2795
ELA	10	-2.4375	3.3392	0.6310	1.1747	-2.4375	3.3392	2299	2795
ELA	11	-2.4375	3.3392	0.5371	1.2025	-2.4375	3.3392	2299	2795
Math	9	-2.9564	4.3804	0.1791	1.4390	-2.9564	4.3804	2280	2862
Math	10	-2.9564	4.3804	0.5388	1.4978	-2.9564	4.3804	2280	2862
Math	11	-2.9564	4.3804	0.6696	1.5757	-2.9564	4.3804	2280	2862

Conclusions

As stated above, there are several ways that cut-scores could be established for the common grades 9 and 10 ELA/L and mathematics test that will be developed for Idaho, the U.S. Virgin Islands, and West Virginia. One way would be to wait for the closing of the testing window and use a standard-setting workshop panel to recommend standards. This would delay the reporting of grades 9 and 10 results until after the cut-scores were adopted.

An easier, and immediate, approach is to set the cut-scores through a statistical procedure. Such an approach is reported in this paper. The cut-scores look reasonable and are probably very close to what would be established if an actual workshop were used to recommend standards. The statistical approach relies on the assumption that the results of the 2014 Grade 9 and 10 vertical linking samples are comparable to the results that would have occurred if the 2014 Grade 9 and 10 tests had been administered according to the above blueprints.

If the three states accept the cut-scores presented above, the results can then be reported on an ongoing basis during the testing window.

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IDAHO SPECIAL EDUCATION MANUAL ~~2007~~

~~*Revised 2009*~~

2015

~~Division of Student Achievement~~

~~And School Improvement~~

~~Idaho State Department of Education~~

Division of Special Education

Idaho State Department of Education

~~Tom Luna Superintendent of Public Instruction~~

Approved by the State Board of Education

December 2014

Nondiscrimination Clause

Federal law prohibits discrimination on the basis of race, color, religion, sex, national origin, age, or disability in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act of 1990.)

It is the policy of the Idaho State Department of Education not to discriminate in any educational programs or activities, or in employment practices.

Inquiries regarding compliance with this nondiscriminatory policy may be directed to the State Superintendent of Public Instruction, P.O. Box 83720, Boise, ID 83720-0027, (208) 332-6800, or to the Director, Office of Civil Rights, Department of Education, Washington, D.C.

Idaho Special Education Manual

The policies and procedures contained in this Idaho Special Education Manual have been developed by the State Department of Education (SDE) and offered to local education agencies (LEA) for adoption. This Manual has been approved by the State Board of Education, meets the IDEA eligibility requirement of 20 U.S.C. Section 1412, and is consistent with state and federal laws, rules, regulations, and legal requirements.

In the case of any conflict between Idaho Administrative Code (IDAPA) and the Individuals with Disabilities Education Act (IDEA), the IDEA shall supersede the IDAPA, and IDAPA shall supersede this Manual.

This document was developed and printed by the Idaho State Department of Education using grant funds from the Individuals with Disabilities Education Act ~~2004,~~ PR/Award #H027A080088A.

STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

~~INTRODUCTION~~

~~message from Superintendent Tom Luna:~~

~~One of the most important things we do at the State Department of Education (SDE) is support the work done at the local level by our teachers, administrators and other school staff. We offer that support by providing technical expertise and assistance in a variety of areas.~~

~~The *Idaho Special Education Manual 2007* is designed to help you understand the provisions of the Individuals with Disabilities Education Improvement Act (IDEA) and meet the guidelines contained within the law. To receive federal funds available under the IDEA, districts must adopt and implement appropriate special education policies and procedures. Those policies and procedures must be approved by the SDE consistent with state and federal laws, rules, regulations, and legal requirements.~~

~~To help you, this manual contains a sample set of approved policies and procedures that boards of trustees may adopt if they choose to do so. The appendices in this manual are meant to clarify and assist you in adopting policies; they should not be viewed or adopted as policies in and of themselves.~~

~~To the extent possible, we try to make the process of understanding state and federal regulations as easy as possible. If you have questions or comments about this manual or any service offered by the SDE, I hope you will take the time to contact us.~~

~~Sincerely,~~

~~Tom Luna~~

~~Superintendent of Public Instruction~~

Office Location	Telephone	Speech/Hearing Impaired	Fax
650 West State Street	208-332-6800	1-800-377-3529	208-334-2228

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CONTENTS

Documents:

~~**CHAPTER 14 – FORMS**~~

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ACKNOWLEDGMENTS

On August 14, 2006, the Individuals with Disabilities Improvement Act ~~of 2004~~ (IDEA ~~2004~~) was signed into law. Revisions to the IDEA regulations were issued in 2007, 2008, 2013 and 2014. The Idaho State Department of Education (SDE) ~~established a task force to review, revise, and update this Manual~~ published a first edition of this Manual in 2007, later revised in 2009.~~Manual Task Force members served with distinction and volunteered their time to discuss and intensely debate issues and make thoughtful recommendations and decisions to develop this user-friendly manual~~. The original Manual Task Force members' efforts are recognized here for their work in creating the framework for this Manual.

2006 Task ~~force~~ Force members included ~~the following~~:

Larry Streeter, Chairman, SDE; Ellie Atkinson, Boise School District #1; Beverly Benge, SDE; Mary Bostick, SDE; Alyssa Carter, Director of Special Education Services, Kuna School District #3; Robin Carter, SDE; Liz Compton, SDE; JoAnn Curtis, Post Falls School District #273; Beth Eloe-Reep, SDE; Paul Epperson, Dispute Resolution Contractor; Dina Flores-Brewer, Special Education Advisory Panel and Staff Attorney Co-Ad, Inc.; Vickie Green, SDE; Mark Gunning, Idaho Parents Unlimited; Russ Hammond, SDE; Gina Hemenway, Boise School District #1; Richard Henderson, SDE; Mont Hibbard, Mont Hibbard Consulting; Frank Howe, SDE; Jacque Hyatt, SDE; Mark Kuskie, SDE; Deborah Lund, Jefferson School District #251; Rene Rohrer, SDE; Annette Schwab, SDE; Debbie Smith, SDE; Lynda Steenrod, Pocatello/Chubbuck School District #25; Jean Taylor, SDE; Tom Trotter, Coeur d'Alene School District #271; and Marybeth Wells, SDE.

The 2006 Task Force members offered their ~~Special~~ appreciation to:

Art Cernosia, Attorney at Law/Educational Consultant; Tamara White, Editor; Annette Schwab, SDE; Valerie Schorzman, State Department of Education; William "Bill" Elvey, SDE; Lester Wyer, SDE; Bonnie Steiner-Leavitt, SDE; Misty Knuchell, SDE; and Cheryl Kary, SDE.

2015 Idaho Special Education Manual

For this 2015 Idaho Special Education Manual, the following individuals have been instrumental in creating these updates. Manual reviewers served with distinction and volunteered their time to discuss and debate issues and make thoughtful recommendations and decisions to develop this update to the manual. Thank you to:

Jarl Allen	School Psychologist, Cassia County
Clara Allred	Special Education Director, Twin Falls
Michelle Clement-Taylor	School Choice and Innovation Coordinator, SDE
JoAnn Curtis	Special Education Director, Post Falls

Shannon Dunstan	Early Childhood and Medicaid Coordinator, SDE
Elaine Eberharter-Maki	Special Education Attorney
Paul Epperson	Contractor, Dispute Resolution
Pat Farmer	Special Education Director (Ret.)
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Russell Hammond	Contractor, General SDE
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ACRONYMS AND ABBREVIATIONS

Section 504	Section 504 of the Rehabilitation Act of 1973
ABS	American Association on Mental Retardation Adaptive Behavior Scale
ADA	Americans with Disabilities Act
A.D.A.	Average Daily Attendance
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ADR	Alternative Dispute Resolution
APR	Annual Performance Report
ASD	Autism Spectrum Disorder
ASHA	American Speech/Language Hearing Association
AT	Assistive Technology
ATRC	Assistive Technology Resource Center
AU	Autism
AYP	Adequate Yearly Progress
BIP	Behavioral Intervention Plan
CADRE	[National]
Center on Dispute Resolution in Special Education	
CALP	Cognitive Academic Language Proficiency
CAP	Corrective Action Plan
CBM	Curriculum-Based Measurement
CDC	Child Development Center
CEC	Council for Exceptional Children
CEIS	Comprehensive Early Intervening Services
C.F.R.	Code of Federal Regulations
CI	Cognitive Impairment (see Intellectual Disability)

CIP	Continuous Improvement Plan
CLD	Culturally or Linguistically Diverse
~~Co-Ad~~	~~Comprehensive Advocacy, Inc.~~
~~CS~~	~~Consultant Specialist (ends June 30, 2006)~~
DB	Deaf-Blindness
DD	Developmental Delay
DDA	Developmental Disabilities Agency
DHW	Department of Health and Welfare
DJC	Department of Juvenile Corrections
DMA	Direct Math Assessment
DOC	Department of Correction
DP	Due Process
DRI	Disability Rights Idaho
DSM	Diagnostic Services Manual
DWA	Direct Writing Assessment
ECR	Early Complaint Resolution
ECSE	Early Childhood Special Education
ED	Emotional Disturbance
ENT	Ear, Nose and Throat
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESY	Extended School Year
FAE	Fetal Alcohol Effect
FAPE	Free and Appropriate Public Education
FAS	Fetal Alcohol Syndrome
FBA	Functional Behavioral Assessment
FERPA	Family Educational Rights and Privacy Act

GED	General Education Development
GEPA	General Education Provisions Act
GPA	Grade Point Average
GRPA	Government Performance Review Act
G/T	Gifted/Talented
~~HI~~	~~Health Impairment~~
HH	Hard of Hearing
HOUSSE	Highly Objective Uniform State Standard of Evaluation
IAA	Idaho Alternate Assessment
IAES	Interim Alternative Educational Setting
IASA	Improving America's School Act
IATP	Idaho Assistive Technology Project
IBEDS	Idaho Board of Education Data System
IBI	Intensive Behavioral Interventions
IC	Idaho Code
ID	Intellectual Disability
IDAPA	Idaho Administrative Procedures Act
~~IELS~~	~~Idaho Early Learning Standards~~
IDEA ~~2004~~	Individuals with Disabilities Education Improvement Act ~~2004~~
IDELR	Individuals with Disabilities Education Law Report
IDVR	Idaho Division of Vocational Rehabilitation
IEE	Independent Educational Evaluation
IELG	Idaho Early Learning Guidelines (eGuidelines)
~~IELS~~	~~Idaho Early Learning Standards~~
IEP	Individual Education Program
IFSP	Individual Family Services Plan
IN	Individual (Medicaid Service Code)

IPUL	Idaho Parents Unlimited, Inc.
IQ	Intelligence Quotient
IRI	Idaho Reading Indicator
ISAT	Idaho Standards Achievement Test
ISBOE	Idaho State Board of Education
ISDB	Idaho School for the Deaf and Blind
ISEAP	Idaho Special Education Advisory Panel
ITC	Idaho Training Clearinghouse
ITP	Infant/Toddler Program
JDC	Juvenile Detention Center
LD	Learning Disability
LEA	Local Education Agency
LEP	Limited English Proficiency
LI	Language Impairment
LD	Learning Disability
LG	Large Group, three (3) or more (Medicaid Service Code)
LOA	Letter of Authorization (ends June 30, 2006)
LRE	Least Restrictive Environment
MD	Multiple Disabilities
MDT	Multidisciplinary Team
MTSS	Multi-Tiered System of Support
NAEP	National Assessment of Educational Progress
NCLB	No Child Left Behind Act
O & M	Orientation and Mobility
OCR	Office of Civil Rights
OHI	Other Health Impaired
OI	Orthopedic Impairment

OMB	Federal Office of Management and Budget
OSEP	Office of Special Education Programs
OSERS	Office of Special Education and Rehabilitation Services
OT	Occupational Therapy
PBIS	Positive Behavioral Interventions and Supports
PBS	Positive Behavioral Supports
PERC	Parent Education Resource Center
PGI	Performance Goals and Indicators
PIR	Plan for Improving Results
PLAAFP	Present Levels of Academic Achievement and Functional Performance (Also known as PLOP for Present Levels of Performance)
PLOP	Present Levels of Performance (Also known as PLAAFP for Present Levels of Academic Achievement and Functional Performance)
PSR	Psycho-Social Rehabilitation
PT	Physical Therapy
PTI	Parent Training and Information Center
PWN	Prior Written Notice
RTI	Response to Intervention
SBI	Serious Bodily Injury
SBE	State Board of Education
SBR	Scientifically-Based Research
SD	Standard Deviation
SDE	State Department of Education
SEA	State Education Agency
SEAP	Special Education Advisory Panel
SG	Small Group, 2 (Medicaid Service Code)
SI	Speech Impairment
SIG	State Improvement Grant

SLD	Specific Learning Disability
SLP	Speech-Language Pathologist
SOP	Summary of Performance (secondary)
SP	Services Plan
SPP	State Performance Plan
SS	Standard Score
TBI	Traumatic Brain Injury
VI	Visual Impairment

GLOSSARY

Academic achievement. A student's level of performance in basic school subjects, measured either formally or informally.

Accommodation. Changes in the curriculum, instruction, or testing format or procedures that enable students with disabilities to participate in a way that allows them to demonstrate their abilities rather than disabilities. Accommodations are generally considered to include assistive technology as well as changes in presentation, response, timing, scheduling, and settings that do not fundamentally alter the requirements. Accommodations do not invalidate assessment results and do not fundamentally alter the requirements (or course expectations).

Adaptation. Changes to curriculum, instruction, or assessments that fundamentally alter the requirements, but that enable a student with an impairment that significantly impacts performance an opportunity to participate. Adaptations include strategies such as reading the reading portion of a test, using spell/grammar check for language arts assessments, and substituting out-of-level testing. Adaptations fundamentally alter requirements and invalidate assessment results and provide non-comparable results.

Adaptive behavior. Behavior that displays an age-appropriate level of self-sufficiency and social responsibility which includes the following areas: communication, self-care, home living, social/interpersonal skills, use of community resources, direction, functional academic skills, work, leisure, health, or safety.

Adverse ~~educational~~ Impact (adverse effect). A determination made by the evaluation team that the student's progress is impeded by the disability to the extent that the educational performance is significantly and consistently below the level of similar age peers preventing the student from benefitting from general education. ~~harmful or unfavorable influence that a disability has on a student's educational performance in academic (reading, math, communication, etc.) or non-academic areas (daily life activities, mobility, pre-vocational and vocational skills, social adaptation, self-help skills, etc.)~~ The phrases "adverse impact" and "adverse effect" are used interchangeably in this Manual and have the same meaning. (See also "educational performance")

Adult student. A student with a disability, age eighteen (18) or older, to whom rights have transferred under the IDEA ~~2004~~ and Idaho Code, and who has not been deemed legally incompetent by a court or deemed ineligible to give informed consent by the IEP Team.

Age-appropriate activities. Activities that typically-developing children of the same age would be performing or would have achieved.

Age of majority. The age at which, by law, a child assumes the responsibilities of an adult. In Idaho, the age of majority is eighteen (18).

Aggregated data. Information that is considered as a whole. In this Manual, the term refers to collective data on all students, including students with disabilities.

Alternate assessment. A specific assessment, developed by the state in lieu of statewide assessments or by the district in lieu of districtwide assessments, designed to measure functional skills within the same domains required by the regular statewide or district wide assessments. It is designed for students who are unable to demonstrate progress in the typical manner and who meet the state-established criteria.

Alternative authorization/teacher to new certification. One of the State Board of Education's alternative routes to teacher certification as outlined in the Idaho Certification Manual distributed by the Idaho State Department of Education. ~~Effective July 1, 2006.~~

Alternative or supplementary curriculum. Curriculum not based on or drawn directly from the general education curriculum.

Alternative school. A public school placement option that may be utilized for students who are not succeeding in the traditional school environment but may benefit through the use of modified curriculum or flexible programming.

Articulation. The ability to speak distinctly and connectedly.

Articulation disorder. Incorrect productions of speech sounds, including omissions, distortions, substitutions and/or additions that may interfere with intelligibility.

American with Disabilities Act (ADA) of 1990. A federal law prohibiting discrimination on the basis of disability in employment, State and local government, public accommodations, commercial facilities, transportation, and telecommunications. An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment. The ADA does not specifically name all of the impairments that are covered.

Assessment. The formal or informal process of systematically observing, gathering, and recording credible information to help answer evaluation questions and make decisions. It is an integral component of the evaluation process. A test is one method of obtaining credible new information within the assessment process. Assessment data may also include observations, interviews, medical reports, data regarding the effects of general education accommodations and adaptations and interventions, and other formal or informal data.

Assistive technology device. Any item, piece of equipment, or product system whether acquired commercially, off a shelf, modified, or customized that is used to increase, maintain, or improve the functional capabilities of a student with a disability. Excludes surgically implanted medical devices.

Assistive technology service. Any service that directly assists a student with a disability with the assessment, selection, acquisition, or use of an assistive technology device. The term includes the evaluation of the need of the student; purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices; selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing devices; coordinating and using other therapies, interventions, or services with existing education and rehabilitation plans and programs; training or technical assistance for a student and/or family; and training or technical assistance for professionals, employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of the student.

Attention deficit disorder (ADD). A biologically based mental disorder that has these typical characteristics: short attention span; distractive behavior; difficulty following directions and staying on task; and an inability to focus behavior. The disorder compromises many skills needed for academic success, including starting, following through with, and completing tasks; moving from task to task; and following directions.

Attention deficit hyperactivity disorder (ADHD). A biologically based mental disorder in which a person has inappropriate degrees of inattention, impulsiveness and hyperactivity.

Audiologist. A licensed health care professional who diagnoses hearing loss and selects and fits hearing aids.

Autism. A~~n IDEA 2004~~ disability category in which a developmental disability, generally evident before age three (3), significantly affects verbal ~~and~~ or nonverbal communication skills and social interactions and adversely affects educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

Basic reading skills. For the purpose of specific learning disability eligibility, includes sight word recognition, phonics, and word analysis. Essential skills include identification of individual sounds and the ability to manipulate them, identification of printed letters and sounds associated with letters, and decoding of written language.

Behavioral intervention plan (BIP). A plan comprising practical and specific strategies designed to increase or reduce a definable behavior. These strategies address preventative techniques, teaching replacement behaviors, how to respond or resolve behaviors, and crisis management, if necessary.

Benchmark. A major milestone which describes the progress the student is expected to make toward annual goals within a specified period of time. Similar to an objective.

Braille. A tactile system of reading and writing, used by students who are blind or visually impaired, with an official code composed of Braille characters or cells that consist of

various patterns of raised dots that correspond to alphabetic letters, punctuation marks and other symbols.

Business day. A workday (Monday through Friday) except for federal and state holidays, unless specifically included.

Case manager. A member of the evaluation and/or IEP team (usually the special education teacher) who is designated to perform administrative functions for the team, including: (1) setting up meetings; (2) ensuring appropriate forms are completed; (3) ensuring timelines are met; and (4) ~~notifying participants of the times and dates of meetings.~~ includes the responsibility of coordinating and overseeing the implementation of the IEP.

Change of placement. ~~Removal of a child with a disability from the child's current educational placement. When the removal is for disciplinary purposes, regulations apply, 34 CFR §300.536.~~ A change in placement relates to whether the student is moved from one type of educational program -- i.e., regular class -- to another type -- i.e., home instruction. Or it may also occur when there is a significant change in the student's educational program even if the student remains in the same setting.

Change of placement for disciplinary reasons. A removal from the current educational placement for more than ten (10) consecutive school days or a series of removals that constitute a pattern when they total more than ten (10) school days in a school year. Factors such as the length of the removal, the proximity of the removals to one another, ~~and~~ the total amount of time the student is removed are indicators of a pattern~~.~~, and whether the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals.

Charter school within a district. A publicly funded, nonprofit, nonsectarian public school that is created by a formal agreement (charter) between a group of individuals and the board of trustees of the local school district and operates independently within the district. It is governed by the conditions of its approved charter and federal and state laws. It is the responsibility of the local district to ensure that students attending such charter schools receive appropriate services as required by IDEA ~~2004~~, Section ~~section~~ 504 and the ADA.

Charter school LEA. A publicly funded, nonprofit, nonsectarian public school that operates as its own local education agency or district. Charter LEAs do not have an agreement with the local school district within whose boundaries they operate. Charter LEAs must be authorized by the Idaho Public Charter School Commission and are required to provide services in accordance with IDEA ~~2004~~, section 504 and the ADA.

Child. An individual who has not attained age eighteen (18).

Child count. For purposes of the annual report required under IDEA ~~2004~~, the State must count and report the number of children with disabilities receiving special education and related services on any date between October 1 and December 1 of each year.

Child find. A process to locate, identify, and evaluate ~~students who reside in the district and~~ individuals ages three (3) to twenty-one (21) who are suspected of having a disability and in need of special education.

Civil action. A judicial action that any party who is aggrieved by the final decision of a due process hearing officer may bring in either a federal district court or a state court of competent jurisdiction (as designated by Idaho law ~~the state~~).

Cognitive academic language proficiency (CALP). A test to determine a student's appropriate language dominance/usage.

~~**Cognitive impairment.** An IDEA 2004 disability category in which subaverage intellectual functioning exists concurrently with deficits in adaptive behavior. These deficits are manifested during the student's developmental period and adversely affect the student's educational performance. The term "mental retardation" was previously used to refer to this condition.~~

~~**Comparable benefit.** The IDEA 2004 requirement that obligates districts to ensure that private school students with disabilities receive benefits that are comparable in quality, scope, and opportunity for participation in special education services funded by the IDEA 2004 to those students with disabilities enrolled in public schools.~~

Compensatory education. Educational services or remedies which are above and beyond those normally due a student under his or her state's education law. The principle is acknowledged by most courts that have considered the issue to be an appropriate equitable remedy when a student has been denied free appropriate public education. Services that would put the student in the same position had they not been denied a FAPE.

~~**Compensatory remedy.** A judicial order or administrative action intended to redress a violation of the rights of a student with a disability who has suffered a loss as a result of the wrongful or negligent act of another and to restore the student to the position he or she would have been in if the wrongful or negligent act had not occurred. The remedy may include the award of monetary reimbursement or other corrective actions as appropriate to the needs of the student~~.

Complaint. (state complaint) A formal, written, and signed statement submitted to the Idaho State Department of Education by an individual or organization that contains one or more allegations and the facts on which the statement is based that a district or agency has violated a requirement of ~~Part B of the~~ IDEA ~~2004.~~within 365 days.

~~**Comprehensive Coordinated early intervening services (CEIS).** Services for students (K-12) who need additional academic and behavioral support to succeed in a general education environment. These students have not been identified has having a disability. under the IDEA.~~

Consensus. Following the opportunity for each member to provide input and gain clarification, the resulting outcome where each member agrees to support the decision of the group. ~~Has two common meanings.~~ Consensus is ~~usually defined as meaning~~ both~~: a)~~ the general agreement to support the decision, and ~~b)~~ the process of ~~getting to~~ reaching such agreement to support the decision. ~~Consensus decision-making is thus concerned primarily with that process~~

~~(1) A general agreement among the members of a given group or community, each of which exercises some discretion in decision making and follow-up action~~.

~~(2) A decision-making process that not only seeks the agreement of most participants, but also to resolve or mitigate the objections of the minority to achieve the most agreeable decision.~~

Consent. Voluntary, written approval of a proposed activity, as indicated by a ~~parent and/or adult student~~ parent/adult student signature. The ~~parent and/or adult student~~ parent/adult student must be fully informed of all relevant information in his or her native language or other mode of communication and must understand all information relevant to the activity to make a rational decision.

Conservator. A person appointed by the court to handle financial decisions for a person who is incapacitated or debilitated. In Idaho the conservator has all of the powers conferred in Idaho Statute 15-5-424 and any additional powers conferred by law on trustees in this state. In addition, a conservator of the estate of an unmarried minor under the age of eighteen (18) years, as to whom no one has parental rights, has the duties and powers of a guardian of a minor described in section 15-5-209 of this code until the minor attains the age of eighteen (18) or marries, but the parental rights so conferred on a conservator do not preclude appointment of a guardian as provided by part 2 of this chapter, Idaho Statute 15-5-424.

~~**Consultant Specialist (CS).** The SDE may issue a Consultant Specialist letter of approval to use a highly and uniquely qualified individual in an educational position that normally requires formal certification. This provision expires June 30, 2006.~~

Controlled substance. Any drug so designated by law whose availability is restricted; i.e., so designated by federal Controlled Substances Acts. Included in such classifications are narcotics, stimulants, depressants, hallucinogens, and marijuana. (See Schedule I, II, III, IV or V in section (c) of the Controlled Substances Act (21 U.S.C. 812(c))

Coordinated early intervening services (CEIS). Services for students (K-12) who need additional academic and behavioral support to succeed in a general education environment. These students have not been identified has having a disability. under the IDEA.

Core academic subjects. These include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography under the ESEA (NCLB).

Corrective action plan (CAP). A plan that orders a district as a result of an IDEA ~~2004~~ complaint to take corrective actions to resolve legal deficiency as found by the SDE.

Critical life skill. Skills that lead to independent functioning. Development of these skills can lead to reduced dependency on future caretakers and enhance students' integration with nondisabled individuals. Skills may include such things as toileting, feeding, mobility, communication, dressing, self-help, and social/emotional functioning.

Dangerous weapon. A weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length.

Data-based decision making. The collecting of information that can be charted or graphed to document performance over time followed by an analysis of the information to determine needed changes in policies, programs, or procedures.

Day. Refers to a calendar day unless otherwise indicated as a business or school day.

Deaf-blindness. An IDEA ~~2004~~ disability category in which a student demonstrates hearing and visual impairments, and where the combination of these two disabilities causes such severe communication and other developmental and educational needs that the student cannot be accommodated with special education services designed solely for students with deafness or blindness.

Deafness. An IDEA ~~2004~~ disability category in which ~~a~~ hearing ~~impairment~~ loss or inability is so severe that the student, with or without amplification, is limited in processing linguistic information through hearing, which adversely affects educational performance.

Detained youth. Anyone aged three (3) through twenty-one (21) who is being held for a crime regardless of whether or not that person has appeared before the court.

Developmental achievement. Gains a student makes which follow the pedagogic theory that all children learn in the same basic way and in the same sequence, although at different rates.

Developmental delay. An IDEA ~~2004~~ disability category used only for students ages three (3) through nine (9) for whom a significant delay exists in one or more of the following skill areas: receptive/expressive language; cognitive abilities; gross/fine motor functioning; social/emotional development; or self-help/adaptive functioning. The use of this category is optional for districts.

Disaggregated data. Information that is reported and/or considered separately on the basis of a particular characteristic. In this Manual, the term refers to data on special education students as a group that is reported and/or considered separately from the same data on all students in a school, district, or state.

Discipline. Actions taken in response to a student's violation of the student conduct code. ~~A set of rules or techniques designed by a district for the purpose of minimizing disruption and promoting positive interaction.~~

Disclosure. The access to or the release, transfer or other communication of education records, or personally identifiable information contained in these records by oral, written, electronic, or other means.

~~**Discrepancy formula.** A method of determining the difference between a student's expected level of academic achievement and intellectual ability used, to establish eligibility for special education under the category of learning disability.~~

Disproportionality. A disparity or inequality. In this Manual, the term refers to a statistical range of data where students of a specific race or ethnicity are identified in either greater or fewer numbers than expected when compared to the representation of that race or ethnicity within the general school population. The areas addressed in the IDEA ~~2004~~ are: (1) identification as a student with a disability; (2) identifications a student with a specific category of disability; and (3) placement in a particular educational setting~~.~~ and (4) the incidence, duration of any type of disciplinary actions, including suspensions and expulsions.

District. A local educational agency (LEA), inclusive of the following terms: a local district, a state authorized charter school, a state operated program, and a traditional school. See also "LEA."

Dropout. A student who has voluntarily left an education system before completion of requirements and is not known to be enrolled in any other educational program.

Dual enrollment. A child of school-age who is enrolled in a nonpublic school (including a homeschool) or a public charter school and enrolled in a public school to participate in public school programs and activities, Idaho Statue 33-203. See also "nonpublic school" and "nonpublic student"

Due process hearing. An administrative hearing conducted by an SDE-appointed hearing officer to resolve disputes on any matter related to identification, evaluation, educational placement, or the provision of a free appropriate public education under the IDEA.

Educational performance. A student's educational performance in achievement, developmental and or functional skills.

Education record. A student's record containing personally identifiable information maintained by an educational agency or institution, or by a party acting for the agency or institution,

which may include, but is not limited to print, handwriting, computer media, video or audio tape, film, microfilm, and microfiche, but is not within the exceptions set out in the Family Educational Rights and Privacy Act (FERPA). The documents in the education record used to determine current eligibility and monitor current progress are considered part of the education record and are maintained. Items in the educational record that are no longer used, or have been summarized, may be removed from the educational record after written parental notification.

Educational services agency, other public institution or agencies. (1) An educational service agency, as defined in 34 CFR §300.12; and (2) Any other public institution or agency having administrative control and direction of a public elementary school or secondary school, including a public nonprofit charter school that is established as an LEA under State law.

Elementary school. The term 'elementary school' means a nonprofit institutional day or residential school, including a public elementary charter school, that provides elementary education, as determined under State law, 34 CFR §300.13. An elementary school includes a grade configuration of grades one (1) through eight (8) inclusive, or any combination thereof, Idaho Code 33-119.

~~**Evaluation**~~ **Eligibility/evaluation team.** A group of people, including the ~~parent and or adult student~~ parent/adult student, charged with the responsibility to make decisions regarding evaluation, assessments, and eligibility. This team includes the same membership as the IEP team (although not necessarily the same individuals) and other qualified professionals as appropriate. ~~The evaluation team may conduct its business with or without a meeting. However, if requested by the parent and or adult student, a team meeting will be held~~

Emotional disturbance. An IDEA ~~2004~~ disability category in which a student has a condition exhibiting one or more of five behavioral or emotional characteristics over a long period of time, and to a marked degree, that adversely affects educational performance. The term *does not* include students who are socially maladjusted unless it is determined they have an emotional disturbance. The term emotional disturbance *does* include students who are diagnosed with schizophrenia.

Essential Components of Reading Instruction. The term means explicit and systematic instruction in (a) phonemic awareness, (b) phonics, (c) vocabulary development, (d) reading fluency, including oral reading skills, and (e) reading comprehension strategies.

Evaluation. A term that means using all required procedures to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs.

Expedited due process hearing. An administrative hearing conducted by an SDE-appointed hearing officer to resolve disputes concerning discipline for which shortened timelines are in effect in accordance with the IDEA ~~2004~~.

Expulsion. Removal of a student from school for an extended period of time. For general education students, services usually cease during an expulsion.

Extended school year (ESY). A program to provide special education and related services to an eligible student with a disability beyond the conventional number of instructional days in a school year and at no cost to the parents. An ESY program must be based on an IEP team decision and meet Idaho standards.

Extracurricular activities. Programs sponsored by a district that are not part of the required curriculum but are offered to further the interests and abilities of students.

FAPE ~~(see~~ See "Free appropriate public education"~~)~~

FERPA ~~(~~see See "Family Educational Rights and Privacy Act"~~).~~

Facilitation. A voluntary process during which a neutral and impartial individual, contracted by the SDE, is appointed to conduct an IEP Team or other special education related meeting.

Family Educational Rights and Privacy Act (FERPA). A federal law protecting the privacy of students and parents by mandating that personally identifiable information about a student contained in education records must be kept confidential unless otherwise provided by law. FERPA also contains provisions for access to records by parents, students, staff, and others.

Fluency disorder. Stoppages in the flow of speech that are abnormally frequent and/or abnormally long. These interludes take the form of repetitions of sounds, syllables, or single syllable words; prolongations of sounds; or blockages of airflow and/or voicing in speech.

Free Appropriate Public Education (FAPE). A basic IDEA ~~2004~~ requirement which states that special education and related services are provided at public expense (free); in conformity with an appropriately developed IEP (appropriate); under public supervision and direction (public); and include preschool, elementary, and secondary education that meets the education standards, regulations, and administrative policies and procedures issued by the State Department of Education (education).

Functional achievement and performance. Gains made by a student which include programming in community living, reading, communication, self-care, social skills, domestic maintenance, recreation, employment or vocational skills. Also called independent living skills.

Functional behavioral assessment (FBA). A systematic process for defining problem behavior and gathering medical, environmental, social, and instructional information that can be used to hypothesize about the function of student behavior.

General education curriculum. The curriculum that is designed for all students, usually consisting of a common core of subjects and curriculum areas adopted by a district that are aligned to the Idaho Achievement Standards or district standards. The general education curriculum is defined by either the Idaho Achievement Standards or the district content standards if they are as rigorous.

General education interventions. Educational interventions designed to address ~~95% of~~ the students using the core and supplemental ~~curriculum~~ interventions. Such interventions ~~use~~ may include whole-school approaches, scientifically based programs, and positive behavior supports, including accommodations and instructional interventions conducted in the general education environment. These interventions may also include professional development for teachers and other staff to enable such personnel to deliver scientifically based literacy instruction and/or instruction on the use of adaptive and instructional software.

Goal. A measurable statement of desired progress. ~~that includes behavior, evaluation procedures and performance criteria and describes what the student is reasonably expected to accomplish from the specialized education program within the time covered by the IEP (generally one year).~~ In an IEP, annual goals must include academic and functional goals designed to meet a child's needs that result from his or her disability, enable the child to be involved in and make progress in the general curriculum, and meet the child's other educational needs that result from the child's disability.

Graduation. The point in time when a student meets the district requirements for receipt of a regular high school diploma.

Guardianship. A judicial determination under which a competent adult has the legal right and duty to deal with problems, make decisions, and give consent for an adult with a disability (at least eighteen (18) years of age) who cannot act on his or her own behalf. The court will specify the nature and scope of the guardian's authority.

~~**Gun-Free Schools Act.** Federal legislation enacted in 1994 requiring school districts and similar public agencies to adopt a policy generally requiring the expulsion from school for a period of not less than one year of any student determined to have brought a weapon to school, although permitting exceptions to be made on a case-by-case basis for students, including students with disabilities whose behavior is determined to be a manifestation of their disability.~~

~~**Health impairment.** An IDEA 2004 disability category in which a student exhibits limited strength, vitality or alertness, including heightened alertness to environmental stimuli that is due to chronic or acute health problems (such as asthma, ADD or ADHD, cancer, diabetes, epilepsy, Fetal Alcohol Syndrome, a heart condition, hemophilia, lead~~

~~poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, Tourette syndrome and stroke) to such a degree that it adversely affects the student's educational performance.~~

Health services. See "School health services"~~.~~

Hearing impairment. An IDEA ~~2004~~ disability category in which a student has a permanent or fluctuating hearing loss that adversely affects the student's educational performance but is not included under the category of deafness. Also referred to as hard of hearing.

Highly objective uniform state standard of evaluation (HOUSSE). A rubric developed by the State Department of Education that can be used by a district as one way to determine if a teacher meets the federal definition of being "highly qualified" to teach in a given core academic subject and grade level designation.

Highly qualified. The standard which personnel (who teach core academic subjects) must possess with the appropriate certification, endorsement, licensure, coursework, training, skills and qualifications to provide educational services to students.

High school. ~~A high school is any school that contains grade twelve (12). IDAPA 08.02.03 c.iii.~~ Idaho Statute 33-119 defines secondary school as grades seven (7) through twelve (12) inclusive of any combination thereof. See secondary school.

Homebound student. A student whose IEP team determines the child's home is the least restrictive environment.

Homeless children and youth. Children and youth who lack a fixed, regular, and adequate nighttime residence as defined in the McKinney-Vento Homeless Assistance Act.

Homeschool. An education program delivered by parents who have decided to provide instruction in the home and not in a public or private school. A homeschool is a nonpublic school, but is not considered a private school. A virtual public school is not a homeschool.

Homeschooled students. A homeschooled student is one whose parents have decided to provide an educational program in the home with instruction provided by the parents. A homeschool student is considered a nonpublic school student, but is not considered a private school student. A student who is enrolled in a virtual public school is not considered a homeschooled student for the duration that they attend that virtual public school.

Honig Injunction. A court order to remove a special education student from school or current educational placement due to factors of dangerousness. Districts are required to continue with the provision of FAPE.

Idaho core standards. Educational standards in math and English language arts detailing what K-12 students should know at the end of each grade and establishing consistent standards across the states, as well as ensuring that students graduating from high school are prepared to enter credit-bearing courses at two- or four-year college programs or enter the workforce.

Illegal use of drugs. The unlawful use, possession or distribution of substances identified under the Controlled Substances Act, but does not include the use of a drug taken under supervision by a licensed health care professional.

Independent educational evaluation (IEE). One or more assessment(s) conducted by a qualified examiner(s) who is not employed by or contracted by the public agency or district responsible for the education of the student in question.

Individualized education program (IEP). A written document (developed collaboratively by an IEP team made up of parents and school personnel) which outlines the special education program for a student with a disability. This document is developed, reviewed and revised at an IEP meeting at least annually.

Individualized education program (IEP) team. A team established by the IDEA ~~2004~~ and comprised but not limited to ~~of~~ the student's general education teacher, a special education teacher, a district representative, parents, the student when appropriate, and other knowledgeable persons. The team is responsible for developing an IEP, determining placement, and reviewing and revising the student's IEP and placement at least annually.

Individualized family service plan (IFSP). A written individualized plan for an infant or toddler (birth to three (3) years of age) with a disability that is developed by a multidisciplinary team, including the parents, under Part C of the IDEA ~~reference Public Law 108-446, Section 636(C)~~.

Individuals with Disabilities Education Act(IDEA). A federal law ensuring services to children with disabilities. The IDEA governs how states and public agencies provide early intervention, special education and related services to individuals with disabilities. Infants and toddlers with disabilities (birth to two) and their families receive services under IDEA Part C. Children and youth (ages three (3) to twenty-one (21) receive special education and related services under IDEA Part B.

Initial provision of service. The first time that a child with a disability is provided special education and related services. This is also referred to as the "initial placement" and means the first time a parent is offered special education and related services for their child after an initial evaluation and eligibility determination.

In-lieu of transportation. Alternate method of transporting students to and from school.

~~**In-school suspension.** A disciplinary technique, considered a less restrictive alternative to sending a student home, that involves excluding the student from the regular classroom and assigning him or her to a temporary location where students work and receive a minimum amount of privileges.~~

Instructional intervention. An action or strategy based on an individual student's problem that is designed to remedy, improve, or eliminate the identified problem.

Intellectual disability. ~~**Cognitive impairment**~~ An IDEA ~~2004~~ disability category in which significant sub-average general intellectual functioning exists concurrently with deficits in adaptive behavior. These deficits are manifested during the student's developmental period and adversely affect the student's educational performance. The terms "mental retardation" and "cognitive impairment" were previously used to refer to this condition.

~~**Intensive Behavioral Intervention (IBI).** Individualized, comprehensive, proven interventions used on a short-term, one-to-one basis that produce measurable outcomes which diminish behaviors that interfere with the development and use of language and appropriate social interaction skills or broaden an otherwise severely restricted range of interest. Students who may be eligible for IBI display self-injurious, aggressive or severely maladaptive behavior and severe deficits in the areas of verbal and nonverbal communication, social interaction or leisure and play skills.~~

Interagency agreement. A written document that defines the coordination between the state and/or public/private agencies and/or districts with respect to the responsibilities of each party for providing and funding special education programs and special education and related services.

Interim alternative educational setting (IAES). The educational setting in which a district may place a student with a disability, for not more than forty-five (45) school days, if the student while at school, on school premises or at a school function carries a weapon or possesses a weapon; knowingly possesses, uses, sells or solicits the sale of illegal drugs or controlled substances; or has inflicted serious bodily injury upon another person. An IAES may also be ordered by a due process hearing officer based upon evidence that maintaining the current placement is substantially likely to result in injury to the student or others.

Interim IEP. A short-term IEP with all the components of a standard IEP developed by the IEP team. It may be used for students transferring from other districts pending the development of the standard IEP or other purposes as needed.

Interpreting services. The process of providing accessible communication between and among persons who are deaf, hard of hearing, or deaf-blind, and those who are hearing. The process includes, but is not limited to, communication between American sign language or other form of Manual communication and English. The process may also involve various other modalities that involve visual, gestural and tactile methods including ~~Oral~~

oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation (CART), C-Print, and TypeWell. ~~and special interpreting services for children who are deaf-blind (34 CFR §34.4.i)~~

Intervention plan (I-Plan). An individual intervention plan designed by a general education team to improve a student's academic performance or behavior through general education interventions. This plan must be documented, and include the development, implementation and monitoring of the plan.

Itinerant specialist. A teacher who normally travels and provides services to students in different schools or in the home or consults with teachers and administrators.

Joint custody. A court order awarding custody of a minor child to both parents and providing that physical and/or legal custody shall be shared by the parents.

Joint legal custody. A court order providing that the parents of a child are required to share the decision-making rights, responsibilities, and authority relating to the health, education, and general welfare of the child.

Joint physical custody. A court order awarding each of the parents significant periods of time in which a child resides with or is under the care and supervision of each of the parents. The actual amount of time is determined by the court.

Language impairment. An IDEA ~~2004~~ disability category in which a delay or disorder exists in the development of comprehension and/or the uses of spoken or written language and/or other symbol systems and which adversely affects the student's educational performance. A language impairment may involve any one or a combination of the following: the form of language (morphological and syntactic systems); the content of language (semantic systems); and/or the function of language in communication (pragmatic systems).

Learning disability. See "specific learning disability"~~An IDEA 2004 disability category in which a specific disorder of one or more of the basic psychological processes involved in understanding or in using spoken or written language may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations, adversely affecting the student's educational performance. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include a student who has needs that are primarily the result of visual, hearing, or motor disabilities; cognitive impairment; emotional disturbance; or environmental, cultural, or economic disadvantage.~~

Least restrictive environment (LRE). The IDEA ~~2004~~ requirement that students with disabilities, including those in public or private institutions or other care facilities, be educated with students who are nondisabled to the maximum extent appropriate.

Limited English proficient (LEP). ~~Students~~ An individual aged three (3) to twenty-one (21), who is enrolled or preparing to enroll in elementary or secondary school, and ~~from language backgrounds other than English who need language assistance services in their own language or in English in the schools and~~ who meets one or more of the following conditions: ~~(1) the student was born outside of the United States or his or her native language is not English; (2) the student comes from an environment where a language other than English is dominant; or (3) the student is American Indian or Alaskan Native and comes from an environment where a language other than English has had a significant impact on his or her level of English language proficiency. The student also has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the opportunity to learn successfully in English-only classrooms.~~ he or she was not born in the United States or his or her native language is a language other than English; he or she is a Native American or Alaska Native, or a native resident of the outlying areas; he or she comes from an environment where a language other than English has had a significant impact on the individuals level of English language proficiency; or the individual is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. The LEP individual's difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the him or her the ability to meet the State's proficient level of achievement on State assessments; the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.

Listening comprehension. For the purpose of specific learning disability eligibility, refers to the understanding of the implications and explicit meanings of words and sentences of spoken language. This includes following directions, comprehending questions, and listening and comprehending in order to learn (e.g., auditory attention, auditory memory, and auditory perception). Listening comprehension also includes the ability to make connections to previous learning.

Local district. See "district" and "local educational agency (LEA)"

Local educational agency (LEA). A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary schools or secondary schools. See "district"

Manifestation determination. A determination by the parent and relevant members of the IEP team of whether the conduct in question was caused by or had a direct and substantial relationship to the student's disability or if the conduct in question was the direct result of the LEA's failure to implement the IEP. ~~or not the misconduct of a student with a disability was (1) a demonstration of the disability, that is, an inability to understand~~

~~impact and consequences or an inability to control behavior; (2) the result of an inappropriate placement; and/or (3) the lack of provision of services consistent with the IEP and placement.~~

Mathematics calculation. For the purpose of specific learning disability eligibility, this refers to the knowledge and retrieval of mathematical facts and the application of procedural knowledge in computation.

Mathematics problem solving. For the purpose of specific learning disability eligibility, refers to the ability to apply mathematical concepts and understandings to real-world situations, often through word problems. It is the functional combination of computation knowledge and application knowledge, and involves the use of mathematical computation skills and fluency, language, reasoning, reading, and visual-spatial skills in solving problems. Essentially, it is applying mathematical knowledge at the conceptual level.

McKinney-Vento Homeless Assistance Act. This law is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this law ~~program~~, state educational agencies (SEAs) must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.

Mediation. A voluntary, ~~informal~~ confidential, and structured process during which ~~in which~~ an SDE-contracted individual is appointed to serve as an impartial and neutral third party ~~mediator~~ to help~~s~~ parents and district or agency personnel resolve an IDEA-related conflict. Mediation usually results in a written, legally-binding agreement that is mutually acceptable to both parties and enforceable in court.

Medicaid services (school-based). Those ~~related~~ services, assessment and plan development for students receiving Medicaid which school districts may bill for reimbursement with the consent of the parent.

Medical services. Medical services means services provided by a licensed physician to determine a child's medically related disability that results in the child's need for special education and related services~~., as defined in 34 CFR §300.34(c)(5).~~

Middle school. A middle school is a school that does not meet the definition of an elementary school and contains grade eight (8) but does not contain grade twelve (12). ~~IDAPA 08.02.03 c.ii.~~

Migrant student. A student ~~of compulsory school attendance age~~ who has not graduated from high school or completed a high school equivalency certificate and resides within a family that is composed of migrant fisher or agricultural workers. The student has moved within the preceding thirty-six (36) months in order for the family to obtain or seek this type of temporary or seasonal employment that is a principal means of livelihood.

Modification. Changes in course content, teaching strategies, standards, test presentation, location, timing, scheduling, expectations, student responses, environmental structuring, and/or other attributes which provide access for a student with a disability to participate in a course/standard/test, which fundamentally alters or lowers the standard or expectations of the course/standard/test.

Monitoring. An activity conducted by the State Department of Education to review a school district's compliance with federal laws, regulations, and state rules.

Multiple disabilities. An IDEA ~~2004~~ disability category in which two or more impairments co-exist (excluding deaf-blindness), whose combination causes such severe educational needs ~~problems~~ that the student cannot be accommodated in special education services designed solely for one of the impairments. ~~Multiple disabilities are generally lifelong, significantly interfere with independent functioning, and may necessitate environmental accommodations and adaptations to enable the student to participate in school and society.~~

Multi-tiered system of support (MTSS). A systemic educational practice of matching educational instruction and interventions to the needs of students. MTSS is a data-driven model involving frequent monitoring of student progress to determining if interventions are needed to improve individual student outcomes using evidenced-based practices.

Native language. The language or mode of communication normally used by an individual or, in the case of a student, the language normally used by the student's parents. In all direct contact with a student, the native language would be the language or mode of communication normally used by the student in the home or learning environment ~~and not the parents, if there is a difference between the two~~.

New teacher. A teacher who has less than one (1) year of teaching experience.

Nonpublic school. An educational institution or program providing instruction outside a public school, including but not limited to a private school or homeschool.

Nonpublic ~~school~~ student. Any student who receives educational instruction outside of a public school ~~classroom~~, including but not limited to a private school or homeschool student.

Nonprofit. The term 'nonprofit', as applied to a school, agency, organization, or institution, means a school, agency, organization, or institution owned and operated by one (1) or more nonprofit corporations or associations no part of the net earnings of which inures, or may lawfully inure, to the benefit of any private shareholder or individual~~, Public Law 108-446, Section 602 (21)~~.

Nursing services. See "School health services"

Objectives. Measurable, intermediate steps that describe the progress the student is expected to make toward an annual goal in a specified amount of time; similar to a benchmark.

Occupational therapist. A professional licensed through the Bureau of Occupational Licenses who, in a school setting, is responsible for assessing fine motor skills, including student's use of hands and fingers and developing and implementing plans for improving related motor skills. The occupational therapist focuses on daily living skills such as eating, dressing, schoolwork, play, and leisure.

Office of special education programs (OSEP). The branch of the Office of Special Education and Rehabilitative Services (OSERS) within the U.S. Department of Education which is responsible for administering programs relating to the free appropriate public education to all eligible beneficiaries under the IDEA.

Oral expression. For the purpose of specific learning disability eligibility, the ability to convey wants, needs, thoughts, and ideas in a meaningful way using appropriate syntactic, pragmatic, semantic, and phonological language structures. It relates to a student's ability to express ideas, explain thinking, retell stories, categorize, and compare and contrast concepts or ideas, make references, and problem solve verbally.

Orientation and mobility (O&M) services. Services provided by qualified personnel to blind and visually impaired students by qualified personnel to enable these students to attain systematic orientation to and safe movement within the home, school, and community, including teaching (1) spatial and environmental concepts and use of information received by the senses to establish, maintain, or regain orientation and line of travel; (2) use of the long white cane, or a service animal, as appropriate to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision; (3) understanding and use of remaining vision and distance low vision aids; and (4) other concepts, techniques, and tools.

Orthopedic impairment. An IDEA ~~2004~~ disability category that includes severe orthopedic ~~physical~~ impairments that adversely affects a student's educational performance and are caused by congenital anomaly (e.g., clubfoot, absence of an appendage, etc.); disease (e.g., poliomyelitis, bone tuberculosis, etc.); or from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contracture).

Other health impairment (OHI). An IDEA ~~2004~~ disability category in which a student exhibits limited strength, vitality or alertness, including heightened alertness to environmental stimuli that results in limited alertness with the respect to the educational environment that is due to chronic or acute health problems (such as asthma, ADD or ADHD, cancer, diabetes, epilepsy, Fetal Alcohol Syndrome, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, Tourette syndrome and stroke) to such a degree that it adversely affects the student's educational performance.

Paraprofessional. A noncertified, non-licensed individual who is employed by a district and who is appropriately qualified, trained, and supervised in accordance with state standards to assist in the provision of special education and related services.

~~**Parent.** A biological, adoptive or foster parent, a legal guardian, a person acting as a parent, or a surrogate parent who has been appointed by the district. The term "acting as a parent" includes persons such as a grandparent or stepparent with whom the student lives as well as persons who are legally responsible for a student's welfare. The term does not include state agency personnel if the student is a ward of the state. A foster parent may act as a parent if the biological parent's authority to make education decisions on behalf of his or her child has been terminated by legal action and the foster parent meets the criteria outlined in Chapter 11.~~

Parent ~~and/or Adult student~~.

1) A biological or adoptive parent of a child;

2) A foster parent who has lived with the child for six (6) or more months;

3) A guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child (but not the State if the child is a ward of the State);

4) An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; or

5) A surrogate parent who has been appointed by the school district. If the child is a ward of the state, the judge overseeing the child's case may appoint the surrogate. The surrogate may not be an employee of the state or local education agency or any other agency that is involved in the education or care of the child, has no personal or professional interest which conflicts with the interest of the child, has knowledge and skills that ensure adequate representation of the child.

Part B. Part of the IDEA ~~2004~~ that relates to the assistance to states for the education of students with disabilities who are ages three (3) through the semester in which a student turns twenty-one (21). Part B is administered by the State Department of Education and carried out by school districts and other public agencies.

Part C. Part of the IDEA ~~2004~~ that relates to the assistance to states for the education of children with disabilities and the early intervention programs for infants and toddlers, ages birth through two (2), with disabilities. In Idaho, Part C is administered by the Department of Health and Welfare.

Peer-reviewed research. A higher level of non-biased research, which has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.

Personally identifiable information. Includes but not limited to, student's name, name of parent or other family member, address of student or family, social security number, student number, list of personal characteristics ~~that would make the student's identity~~, or other information that would make it possible to identify the student with reasonable certainty.

Phonology. The process used in our language that has common elements (sound patterns) which affect different sounds.

Phonology disorders. Phonology disorders are errors involving phonemes, sound patterns and the rules governing their combinations.

Physical therapist. A professional licensed through the Bureau of Occupational Licenses who, in the school setting, assesses students' needs and provides interventions related to gross motor skills. In working with students with disabilities, the physical therapist provides treatment to increase muscle strength, mobility, endurance, physical movement and range of motion; improve posture, gait and body awareness; and monitor function, fit and proper use of mobility aids and devices.

Plan for improving results (PIR). A plan developed collaboratively between the SDE and a district to address needs identified as a result of the district's self-evaluation and/or an SDE monitoring visit.

Positive behavioral intervention and supports (PBIS). Positive reinforcers, rewards or consequences provided to a child for specific instances of behavior that impedes learning or the learning of others (or refraining from behavior) as appropriate for the purpose of allowing the student to meet his or her behavioral goals/benchmarks.

Power of attorney. The designation, in writing, by a competent person of another to act in place of or on behalf of another person.

Present level of performance (PLOP) or Present levels of academic achievement and functional performance (PLAAFP). Used interchangeably, this is a ~~A~~ statement of the student's current level of achievement or development in an area of need and how the student's disability affects his or her involvement and progress in the general education curriculum offered to students without disabilities. For preschool students, as appropriate, how the disability affects the child's participation in appropriate activities.

Private school. A nonpublic school that is not funded by or under federal or state control or supervision. A homeschool is not a private school.

Private school student. Any student who receives educational instruction in a school not funded by or under federal or state control or supervision is considered a nonpublic private school student. A homeschool student is not a private school student.

Problem-solving team. A general education team established at the local level, whose name may vary, with the purpose to problem solve regarding the educational needs of any

student. Procedures, meeting schedules, and team membership are established locally. The team is likely to include general educators and administrators and could include counselors, specialists, and special education personnel. Parent participation is valuable, but not required.

Procedural safeguards. The ~~formal~~ requirements of Part B of the IDEA ~~2004~~ that are designed to allow a parent/adult student to participate meaningfully in decisions concerning an appropriate educational program for a student with a disability and, if necessary, dispute such decisions. Also referred to as special education rights.

Professional development. High-quality comprehensive programs that are essential to ensure that persons responsible for the education or transition of students with disabilities possess the skills necessary to address the educational and related needs of these students. These should be scientifically-based and reflect successful practices including strategies for recruiting, hiring, preparing and retaining personnel.

Psychosocial rehabilitation (PSR). These services assist the student in gaining and utilizing skills necessary to participate in school, such as training in behavior control, social skills, communication skills, appropriate interpersonal behavior, symptom management, activities of daily living, study skills, and coping skills. This service is to prevent placement of the student into a more restrictive educational situation.

Public expense. When a district or public agency either pays for the full cost of an evaluation or special education services or ensures that it is otherwise provided at no cost to the parent; for example, through joint agreements with other state agencies.

Reading components. The term "reading" means a complex system of deriving meaning from print that requires all of the following skills, which are the essential components of reading instruction:

1) Phonemic awareness: The skills and knowledge to understand how phonemes, or speech sounds, are connected to print;
2) Phonics: The ability to decode unfamiliar words;
3) Reading fluency: The ability to read fluently;
4) Vocabulary development: Sufficient background information and vocabulary to foster reading comprehension; and
5) Reading comprehension: The development of appropriate active strategies to construct meaning from print.

Reading comprehension. For the purpose of specific learning disability eligibility, refers to the ability to understand and make meaning of written text and includes a multifaceted set of skills. Reading comprehension is influenced by oral language development including new vocabulary acquisition, listening comprehension, working memory, application of comprehension-monitoring strategies, and understanding of text structure including titles,

paragraphing, illustrations, and other details. Reading comprehension is significantly affected by basic reading skills.

Reading fluency. For the purpose of specific learning disability eligibility, refer to the ability to read words and text accurately, using age-appropriate chunking strategies and a repertoire of sight words, and with appropriate rate, phrasing, and expression (prosody). Reading fluency facilitates reading comprehension.

Reasonable measures. A combination of recorded written and/or oral documentation to meet notification requirements of the district to parents/adult students.

Reasonable time. A period of ~~approximately~~ ten (10) calendar days unless there are exceptional circumstances that warrant a shortened period of time such as an emergency or disciplinary meeting.

Reevaluation. A periodic evaluation conducted at least every three years, or more frequently if conditions warrant, or if the student's parent or teacher requests an evaluation of a student already identified as eligible for services under the IDEA ~~2004~~. Reevaluations may occur not more than once a year, unless the parent and the district agree otherwise~~.~~ or may be waived by the parent and LEA.

Related services. Refers to transportation and such developmental, corrective, and other supportive services required to assist a student with a disability to benefit from special education and includes the following: speech therapy, language therapy, audiology services, psychological services, physical therapy, occupational therapy, recreation, therapeutic recreation, early identification and assessment of disabilities in children, counseling services, rehabilitation counseling, orientation and mobility services, interpreting services, medical services for diagnostic or evaluation purposes, school health/nursing services (excluding surgically implanted medical devices), social work services in schools, and parent counseling and training.

Response to intervention (RTI). A formal process for evaluating student response to scientifically research-based interventions, consisting of the core components of: (1) problem identification, (2) problem analysis, (3) applying research-based interventions, and (4) progress monitoring/decisions rules. As used in the IDEA, RTI is only mentioned as an alternative to the severe discrepancy criteria in determining whether a student has a SLD.

Resolution session. A ~~preliminary~~ meeting involving the parents, relevant members of the IEP team, and a representative of the district who has decision-making authority, required prior to a due process hearing if the parent has requested the due process hearing.

School-age. Includes all persons between the ages of five (5) (i.e., turns five (5) on or before September 1) and ~~through~~ twenty-one (21) years who reside in Idaho. For students with

disabilities who qualify for special education and related services under the IDEA ~~2004~~, school-age begins at age three (3) and continues through the semester of school in which the student attains the age of twenty-one (21).

School day. Any day, including a partial day, ~~that~~ when students are in attendance at school for instructional purposes.

School health services. School health services and school nurse services means health services that are designed to enable a child with a disability to receive FAPE as described in the child's IEP. School nurse services are services provided by a qualified school nurse. School health services are services that may be provided by either a qualified school nurse or other qualified person.

School psychologist. A professional who holds an Idaho Pupil Personnel Services Certificate with an endorsement in Psychology and is charged with the responsibility to conduct assessments and determine a student's cognitive, academic, social, emotional, and/or behavioral functioning. This professional also provides direct services to students, consults with district staff, and may be a member of the evaluation and/or IEP team.

Scientifically-based research (SBR). ~~The term scientifically-based research means research that applies rigorous, systematic, and objective procedures to obtain valid knowledge relevant to core academic development, instruction, and difficulties; and includes research that: (a) employs systematic, empirical methods that draw on observation or experiment; (b) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; (c) relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and (d) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.~~ Scientifically based research (as defined in the ESEA) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and includes research that (a) employs systematic, empirical methods that draw on observation or experiment; (b) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; (c) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators; (d) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls; (e) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and (f) has been accepted by a peer-reviewed journal or approved by a panel of

independent experts through a comparably rigorous, objective, and scientific review.

Screening. An informal, although organized process, of identifying students who are not meeting or who may not be meeting Idaho Content Standards or Idaho Core Standards.

Secondary school. The term 'secondary school' means a nonprofit institutional day or residential school, including a public secondary charter school, that provides secondary education, as determined under State law, except that it does not include any education beyond grade 12~~, 34 CFR §300.36~~. The term 'secondary school' is not defined in Idaho Code~~,~~. See ~~'~~ "high school"~~'~~

Section 504 of the Rehabilitation Act of 1973. A federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . . ."

Secular. An adjective used to describe a private, non-religious educational entity.

Serious bodily injury (SBI). Bodily injury which involves (a) a substantial risk of death; (b) extreme physical pain; (c) protracted and obvious disfigurement; or (d) protracted loss or impairment of the function of bodily member, organ, or mental faculty.

Services plan (SP). Services plan means a written statement that describes the special education and related services the LEA will provide to a parentally-placed child with a disability enrolled in a private school who has been designated to receive services, including the location of the services and any transportation necessary~~., consistent with Section 34 CFR §300.132, and is developed and implemented in accordance with Sections 34 CFR §300.137 through 34 CFR §300.139, 34 CFR §300.37~~.

Setting. The location where special education services occur.

Social worker. A professional who holds an Idaho Pupil Personnel Services Certificate with an endorsement in Social Work and helps students and teachers address social and emotional issues. This professional may be a member of the evaluation and/or IEP team.

Socially maladjusted. A child who has a persistent pattern of violating societal norms with truancy, substance abuse, a perpetual struggle with authority, is easily frustrated, impulsive, and manipulative~~, Doe v. Board of Education of the State of Connecticut, (D. Conn. Oct. 24, 1990)~~.

Special education. Specially designed instruction or speech/language therapy at no cost to the parent to meet the unique needs of a student with a disability including instruction in the classroom, the home, hospitals, institutions, and other settings; instruction in physical

education; speech therapy and language therapy; transition services; travel training; assistive technology services; and vocational education.

Special educational placement. Refers to the provision of special education services along the continuum of placements under the least restrictive environment requirements, rather than a specific place or location, such as a specific classroom or school. The balance of setting and services to meet an individual student's needs.

Specially designed instruction. Adapting the content, methodology, or delivery of instruction to address the unique needs of an eligible student that result from the student's disability and to ensure access to the general education curriculum so that the student can meet the education standards of that district that apply to all students.

Specific learning disability (SLD). A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific Learning Disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

Speech impairment. ~~An IDEA 2004 disability category that includes articulation/phonology, voice, and fluency disorders.~~ A speech-language disorder, such as speech fluency, impaired articulation/phonology, a language impairment, or a voice impairment that adversely affects a student's educational performance.

Speech-language pathologist. A professional holding an Idaho Pupil Personnel Services Certificate who can assess and treat persons with speech, language, voice, and fluency disorders. This professional coordinates with and may be a member of the evaluation and IEP teams.

Student (school-age). For resident children with disabilities who qualify for special education and related services under the IDEA ~~federal individuals with disabilities education act (IDEA)~~ and subsequent amendments thereto, and applicable state and federal regulations, "school-age" shall begin at the attainment of age three (3) and shall continue through the semester of school in which the student attains the age of twenty-one (21) years.

Stay put. A requirement that a district or agency maintain a student with a disability in his or her present educational placement while a due process hearing or subsequent judicial proceeding is pending unless the parties agree otherwise.

Substantial evidence. A legal term that means ~~'~~ "beyond a preponderance of the evidence~~'~~" or ~~'~~ "beyond more likely than not~~'~~".

Summary of performance (SOP). A document given to secondary students when a student exits special education as a result of earning a diploma or aging out. This document describes the academic achievement and functional performance along with recommendations to assist the student in meeting post-secondary goals.

Supplementary aids and services. ~~Accommodations and adaptations that must be made to the general education classroom and/or curriculum to ensure the satisfactory participation of a student with a disability, including supports to the general education teacher.~~ Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.

Surrogate parent. An individual assigned and trained by a district or an agency to assume the rights and responsibilities of a parent under the IDEA ~~2004~~ when no parent can be identified or located for a particular student or when the child is a ward of the state.

Suspension. A temporary stop, delay, interruption, or cessation of educational services due to a violation of the student conduct code. This may include in-school suspension.

Traditional public school. "Traditional public school" means any school existing or to be built that is operated and controlled by a school district in this state, Idaho Statute, Chapter 33-5202A(7).

Transition age student. A student whose upcoming IEP will be in effect when the student is sixteen (16) to twenty-one (21) years of age.

Transition services. A coordinated set of activities for a student with a disability designed within a results ~~outcome~~-oriented process focused on improving the academic and functional achievement of the student to facilitate the student's movement from school to post-school activities. Services are based on individual student needs addressing instruction, related services, community experiences, employment, post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

Traumatic brain injury (TBI). An IDEA ~~2004~~ disability category that refers to an injury to the brain caused by an external physical force and resulting in a total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas such as cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory perception and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not apply to congenital or degenerative brain injuries or to brain injuries induced by birth trauma.

Travel training. Instruction to students with significant cognitive disabilities and any other students with disabilities who require instruction to enable them to develop an awareness of the environment in which they live and to learn the skills necessary to move effectively and safely from place to place within the home, school, and community.

Twice exceptional. Twice exceptional students are identified as gifted and talented in one or more areas of exceptionality (specific academics, general intellectual ability, creativity, leadership, visual or performing arts) and also identified with a disability defined by State eligibility criteria (LD, ED, Autism, Orthopedic Impairments, or ADHD) that qualifies the student for an IEP or a 504 plan.

Unilateral placement. A decision by a parent, at his or her own discretion, to remove his or her child with a disability from a public school and enroll the student in a private facility because the parent believes that the district did not provide FAPE in a timely manner.

Universal design. A concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, which include products and services that are directly usable (without requiring assistive technologies) and products and service that are made usable with assistive technologies.

Visual impairment including blindness. An IDEA ~~2004~~ disability category characterized by an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes partial sight~~, which refers to the ability to use vision as one channel of learning if educational materials are adapted,~~ and blindness~~, which refers to the prohibition of vision as a channel of learning, regardless of the adaptation of materials~~.

Voice disorder. (See "speech impairment") ~~An IDEA 2004 disability category that~~ ~~refers~~ Refers to the absence or abnormal production of voice quality, pitch, intensity, or resonance. Voice disorders may be the result of a functional or an organic condition.

Voluntary enrollment in a private placement. Enrollment by a parent of a student with a disability in a private facility or homeschool for religious, philosophical, curricular, or other personal reasons.

Ward of the state. A child who, as determined by the State where the child resides, is a foster child (unless the foster parent meets the definition of a parent in Section 34 CFR §300.30), a ward of the State, or in the custody of a public child welfare agency.

Weapon. ~~(~~See "~~Dangerous~~ dangerous ~~Weapons~~ weapon"~~)~~

Written expression. For the purpose of specific learning disability eligibility, the processes related to the *transcription* of ideas and thoughts into a written product, such as handwriting and spelling. It also involves *generative* processes such as the communication of ideas, thoughts, and feelings. Required skills include using oral

language, thought, grammar, text fluency, sentence construction, and planning to produce a written product.

Written notice. A written statement provided by the district to a parent/adult student within a reasonable amount of time before proposing a change or refusing to initiate ~~or~~ a change to the identification, evaluation, educational placement, or the provision of FAPE.

LEGAL CITATIONS

INTRODUCTION

The legal citations and topical reference for this Manual follow the chapter outlines and present references to federal and state statutes, regulations and rules for the enforcement of IDEA. The citations below are the primary references for each chapter and section, not an all-inclusive reference list.

The entire IDEA and regulations are posted on the U.S. Department of Education website under the title of "Building the Legacy: IDEA 2004" at http://idea.ed.gov/explore/home. This site provides a topical search.

Idaho statutes and rules can be found at http://legislature.idaho.gov/statutesrules.htm.

Some of the policies/procedures stated in this Manual are based upon case law and letters of clarification from the U.S. Office of Special Education Programs (OSEP).

CHAPTER 1 OVERVIEW
LEGAL CITATIONS

Section	**Topic**	**IDEA Regulations 34 CFR §**	**Idaho Code~~/~~ IDAPA~~/~~ Reference**
1.	Child Find	300.111	IDAPA 08.02.03.109.02.a IDAPA 08.02.03.109.02.d
2.	Procedural Safeguards	300.121 300.504	IDAPA 08.02.03.109.05
3.	Student Eligibility under the IDEA ~~2004~~	300.8 300.122	Idaho Code 33-2001(3) Idaho Code 33-2001(5) IDAPA 08.02.03.109.03 ~~IDAPA 08.02.03.109.01.g~~
4.	Free Appropriate Public Education (FAPE)	300.17 300.101-300.102 300.148 ~~300.304~~	Idaho Code 33-201 Idaho Code 33-2002 ~~Idaho Code 33-2009~~ Idaho Code 33-2010 Idaho Code 20-504a(3) ~~IDAPA 08.02.03.109.02.c~~ IDAPA 08.02.03.109.02.a
5. ~~5A~~ ~~5B~~ ~~5C~~	District Programs and Services ~~Educational Programs & Services~~ ~~Physical Education~~ ~~Nonacademic & Extracurricular Services and Activities~~	300.107-300.110 ~~300.108~~ ~~300.107~~ 300.117	Idaho Code 33-2002
6.	Individualized Education Program (IEP)	300.22 300.320-300.328	IDAPA 08.02.03.109.04
7.	Least Restrictive Environment (LRE)	300.114-300.120	IDAPA 08.02.03.109.04.c
8. ~~8A~~ ~~8B~~ ~~8C~~	Summary of Activities that May Lead to Special Education Services ~~General Education Interventions~~ ~~Referral to Consider a Special~~	300.102(a) 300.112 300.116 300.300-300.307 300.309-300.311 300.320-300.324	 ~~IDAPA 08.02.03.109.02.i~~ IDAPA 08.02.03.109.02.h Idaho Code 33-2002 IDAPA 08.02.03.109.03

	~~Education Evaluation~~ ~~Written Notice and Consent~~	300.503-300.504 300.622	IDAPA 08.02.03.109.04
~~8D~~			~~IDAPA 08.02.03.109.04a~~ ~~IDAPA 08.02.03.109.07~~
~~8E~~	~~Evaluation & Eligibility Determination~~	~~300.302~~ ~~300.301~~ ~~300.300~~	
~~8F~~	~~IEP Development & Implementation~~	~~300.503-300.504~~ ~~300.622~~	
~~8G~~		~~300.301~~	
~~8H~~	~~Review & Revision of IEP and Placement Decision~~ ~~Reevaluation~~	~~300.304-300.307~~ ~~300.309-300.311~~ ~~300.112~~ ~~300.320-300.324~~	
	~~Discontinuation of Services~~	~~300.112~~ ~~300.324~~ ~~300.116~~ ~~300.303~~ ~~300.305~~ ~~300.102 (a)~~ ~~300.305(e)(2)~~	

CHAPTER 2 FREE APPROPRIATE PUBLIC EDUCATION (FAPE)
LEGAL CITATIONS

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code/IDAPA/Topical Reference
1.	Definition of Free Appropriate Public Education (FAPE)	300.17	
2. ~~2A~~ ~~2B~~ ~~2C~~ ~~2F~~ ~~2G~~ ~~2H~~	Provision of FAPE ~~FAPE Considerations~~ ~~District Obligation~~ ~~Limit to District Obligation When District Obligation to Provide FAPE ends~~ ~~Applicability to Charter & Alternative Schools~~ ~~Applicability to Detained Youth~~ ~~Using Public & Private Insurance Funds to Provide FAPE~~	300.101-300.111 ~~300.101~~ ~~300.226 (c)~~ 300.132 ~~300.102~~ 300.209 ~~300.149 (c-d)~~ ~~300.102~~ ~~300.154~~	Idaho Code 33-201 Idaho Code 33-2002 Idaho Code 33-2009 Idaho Code 33-2010 Idaho Code 20-504a IDAPA 08.02.03.109.02.c
3.	FAPE Considerations	300.101-300.111	IDAPA 08.02.03.109.02 a IDAPA 08.02.03.109.02 c

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CHAPTER 3 CHILD FIND
LEGAL CITATIONS

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code/IDAPA/Topical Reference
1.	District Responsibility	300.111 300.131	IDAPA 08.02.03.109.02.a IDAPA 08.02.03.109.02.c IDAPA 08.02.03.109.02.d IDAPA 08.02.03.109.02.h
2. ~~2A~~ ~~2B~~	Locating Students ~~Coordination~~ ~~Public Awareness~~	300.111 300.124 300.154 ~~300.111~~	~~Idaho Code 16-103~~ IDAPA 08.02.03.109.02.a IDAPA 08.02.03.109.02.c IDAPA 08.02.03.109.02.d IDAPA 08.02.03.109.02.h
3. ~~3A~~ ~~3B~~	Identification ~~Screening~~ ~~General Education Intervention~~	300.302 300.226	IDAPA 08.02.03.109.02.h ~~IDAPA 08.02.03.109.02.i~~ ~~IDAPA 08.02.02.140~~
4. ~~4A~~ ~~4B~~	Referral to Consider a Special Education Evaluation ~~Evaluation Team~~ ~~Referral~~	300.174 300.301 300.302 300.305 300.306 300.308 300.309 300.504 ~~300.306~~ ~~300.308~~ ~~300.301~~ ~~300.302~~ ~~300.309~~ ~~300.305~~ ~~300.504~~ ~~300.174~~	IDAPA 08.02.03.109.02.a IDAPA 08.02.03.109.02.h

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CHAPTER 4 ELIGIBILITY
LEGAL CITATIONS

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code/IDAPA/Topical Reference
1.	Evaluation Team	~~300.301~~ ~~300.15~~ ~~300.8~~ ~~300.39~~ ~~300.304(b)~~ 300.306(a)(1) 300.304(c)(1)(iv)	IDAPA 08.02.03.109.03
2.	Purpose of an Evaluation	~~300.116~~ 300.15	IDAPA 08.02.03.109.03
3.	Written Notice and Consent for Assessment	~~300.503~~ 300.9 300.300 300.503 ~~300.302~~	IDAPA 08.02.03.109.02.a
4.	Information from Other Agencies or Districts	300.622 ~~99 FERPA~~	IDAPA 08.02.03.109.02.a
5.	Evaluation and Eligibility Determination Procedures	300.8 300.39 300.300-300.301 300.304-300.311	~~IDAPA 08.02.03.109.04~~ ~~IDAPA 08.02.03.109.01.g~~ IDAPA 08.02.03.109.02.a IDAPA 08.02.03.109.03
6.	Reevaluation and Continuing Eligibility	300.300 300.303 300.305-300.306 300.308 ~~300.324~~	IDAPA 08.02.03.109.02.a
7.	State Eligibility Criteria	300.8 300.307	IDAPA 08.02.03.109.03

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CHAPTER 5 INDIVIDUALIZED EDUCATION PROGRAMS
LEGAL CITATIONS

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code/IDAPA/Topical Reference
1.	IEP Initiation	300.320-300.328	
	~~IEP Definition~~	300.22	IDAPA 08.02.03.109.04
	~~Special Education Definition~~	300.39	
	~~IEPs~~	~~300.320-300.324~~	
	~~Meeting Definition~~	300.501	~~IDAPA 08.02.03.111.04~~
	~~When IEP must be in effect~~	~~300.323(c)(2)~~	~~IDAPA 08.02.03.107.05~~
	~~Determination of Eligibility~~	300.306(c)(2)	
	~~Development, review, revision~~	~~300.324~~	
	~~IEP Team~~	~~300.321~~	
	~~IEP Team Attendance~~	~~300.321(e)~~	
	~~Private School Representative~~	~~300.325.(a)(2)~~	
	~~General Education Teacher~~	~~300.324(a)(3)~~	
	~~Consolidation of Meetings~~	~~300.321(a)(5)~~	
	~~Invitation to IEP Meeting~~	~~300.322~~	
	~~Invitation to Student~~	~~300.321(b)~~	
	~~Invitation Requirements at 16~~	~~300.322(b)(2)~~	
	~~Alternative Participation~~	~~300.328~~	
	~~Language of Construction~~	~~300.320(d)~~	
2. ~~2A~~	IEP Development	300.320-300.325	IDAPA 08.02.03.109.04
	~~IEP Contents~~	~~300.320~~	~~IDAPA 08.02.03.102.01~~
	~~Progress toward Goals~~	~~300.320(a)(3)~~	~~IDAPA 08.02.03.200~~
	~~Related Services~~	300.34	~~IDAPA 08.02.03.210~~
	~~Medicaid or Insurance~~	300.154(d)(e)	~~IDAPA 08.02.03.211~~
	~~Supplementary Aids, Services~~	300.42	Idaho Code 33-1304
	~~Accommodations~~	~~300.320(a)(6)~~	~~IDAPA 08.02.03.112~~
	~~Assistive Technology~~	300.5-300.6	IDAPA 08.02.03.109.05 ~~IDAPA 08.02.03.105.05~~
	~~Assistive Technology in the Home~~	300.105(b)	~~IDAPA 08.02.03.104.02~~
	~~Universal Design~~	300.44	Idaho Code 33-2002(4)
	~~Hearing Aids and Devices~~	300.113	~~IDAPA 08.02.03.109.05(a)~~
	~~Extended School Year~~	300.106	
	~~Least Restrictive Environment~~	300.114-300.116	
	~~Parents as part of Decision~~	300.327	
	~~Disciplinary Placement~~	300.536	
	~~Parent Objection to IEP~~		
	~~Transition Services~~	300.43	
	~~Consent for Services~~	300.300(b)	

	~~Consent for Reevaluation~~ ~~Summary of Performance~~ ~~After the Meeting~~	300.300(e)(2) 300.305(e) 300.323(d)	
3.	IEP Reviews	300.324	
4.	IEPs for Transfer Students	300.323(e) – (g)	IDAPA 08.02.03.109.04 (e) IDAPA 08.02.03.109.04 (f)
5.	IEPs for Children from the Infant/Toddler Program	300.323(b)	
6.	Students with Disabilities in Adult Prisons	300.102(a)(2)(i)(A)(B) 300.324(d)	20 U.S. Code § 1412

CHAPTER 6 LEAST RESTRICTIVE ENVIRONMENT
LEGAL CITATIONS

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code/IDAPA/Topical Reference
	~~Overview~~	~~300.114~~	~~IDAPA 08.02.03 (04) (c)~~
1. ~~1A~~ ~~1B~~ ~~1C~~	Least Restrictive Environment Considerations ~~When to Make and Review Placement Decisions~~ ~~Considerations in Placement Decisions~~ ~~Documentation of Placement Decisions~~	300.114-300.120 ~~300.116 (b) (1) (2)~~ ~~300.116~~ ~~300.120~~	IDAPA 08.02.03.109.04.a IDAPA 08.02.03.109.04.c
2.	District Responsibility for Continuum of Settings and Services	300.115-300.116	IDAPA 08.02.03.109.04.a IDAPA 08.02.03.109.04.c
3.	Federal Reporting of LRE ~~Out of State Students Residing in Residential Facilities~~	300.600-604	IDAPA 08.02.03.109.04.g ~~Idaho Code 33-1002B~~

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CHAPTER 7 DISCONTINUATION OF SERVICES, GRADUATION, AND GRADING
LEGAL CITATIONS

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code/IDAPA/Topical Reference
1. ~~1A~~ ~~1B~~ ~~1C~~	Discontinuation of Services ~~Students Who Are No Longer Eligible for Services~~ ~~Change in District Obligation to Provide Services~~ ~~Request for Withdrawal from Special Education~~	 300.305 300.306 300.102 (a) (3) ~~(i-ii)~~ (i-iii) 300.503 ~~300.305~~ ~~300.306~~ ~~300.503~~	 Idaho Code 33-201 Idaho Code 33-209 IDAPA08.02.03.109.07
2. ~~2A~~ ~~2B~~	Graduation ~~Individualized Education Program Team Requirements regarding Graduation~~ ~~Graduation Ceremonies~~	~~300.306~~ 300.102. (a) (3) (i-iii) 300.320 ~~(a) (7)~~ (b) (2)	 IDAPA 08.02.03.109.07
3.	Transcripts and Diplomas		~~IDAPA 08.02.03.105.03~~ IDAPA 08.02.03.109.07 ~~IDAPA 08.02.03.107.c~~ *Letter to Runkel*, 25 IDELR 387 (OCR 1996) 20 U.S. Code § 1412
4.	Grades, Class Ranking, and Honor Roll		*Letter to Runkel*, 25 IDELR 387 (OCR 1996)

CHAPTER 8 CHARTER SCHOOLS
LEGAL CITATIONS

Section	**Topic**	**IDEA Regulations 34 CFR §**	**Idaho Code/IDAPA/Topical Reference**
1. ~~1A~~ ~~1B~~	Definition and Parent/Student Rights ~~Definition of Charter Schools~~ ~~The Rights of Charter School Students and Their Parents~~	300.7 300.209(a)	Idaho Code 33-5205 Idaho Code 33-5206
2. ~~2A~~ ~~2B~~	Responsibility for Services ~~Charter School Authorized by the District~~ ~~Charter School Operating as an LEA~~	300.2 300.209(b-c) ~~300.209(c)~~	Idaho Code 33-5205 IDAPA 08.02.03.109.02.a IDAPA 08.02.03.109.02.c
3.	Essential Components of a Special Education Program	300.209	Idaho Code 33-5205 IDAPA 08.02.03.109.02.c ~~IDAPA 08.02.04.201.01~~ ~~IDAPA 08.02.04.202~~ ~~IDAPA 08.02.04.203.02~~ ~~IDAPA 08.02.04.300.01~~ ~~IDAPA 08.02.04.301.01~~
4.	Charter Schools and Dual Enrollment		Idaho Code 33-203 Idaho Code 33-2002
5. ~~5A~~ ~~5B~~	Funding ~~State Funds~~ ~~Federal Funds~~	 300.704(b)(4)(ix) 300.705 300.209	 Idaho Code 33-5208 Idaho Code 33-1002B Idaho Code 33-2004 Idaho Code 33-2005 Idaho Code 33-5208 ~~(8)~~ (9)

CHAPTER 9 PRIVATE SCHOOL STUDENTS
LEGAL CITATIONS

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code/IDAPA/Topical Reference
~~Overview~~	~~Private School Students~~	~~300.2-300.146~~	
1.	Definitions		IDAPA 08.02.03.109.02.d
	Private School Placements	300.13	
	~~Elementary School~~	300.36	
	~~Secondary School~~	300.130	
~~1A~~	~~Definition of Voluntary Enrollment by a Parent~~	300.145-300.148 ~~300.145~~	
~~1B~~	~~Definition of District Placement~~	~~300.148~~	
~~1C~~	~~Definition of Students with Disabilities Enrolled by their Parents when FAPE is an Issue~~		
2.	Students Voluntarily Enrolled by Parents	300.133 300.134	
~~2A~~	~~District Consultation~~	~~300.134 (a)~~	
~~2A 1~~	~~Child Find~~	~~300.133 (b)~~	~~IDAPA 08.02.03.109.05~~
~~2A 2~~	~~Proportionate Share of Funds~~	~~300.133 (d)~~	IDAPA 08.02.03.109.02.d
~~2A 3~~	~~Determination of Special Education and Related Services~~	~~300.134 (c)~~	
~~2A 4~~	~~On-going Communication~~	300.135 (a-b)	
~~2A 5~~	~~Written Affirmation~~	300.137 (b) (2)	
~~2A 6~~	~~District Decisions~~	~~300.134 (e)~~	
~~2A 7~~	~~Written Explanation by the District Regarding Services~~	300.136 (a) (1-2)	
~~2B 1~~	~~Compliance with the Consultation Process~~	300.136 (b) (1-3)	
~~2B 2~~	~~Procedures for Complaint~~	300.111 (1) (i-ii)	
~~2C~~	~~Child Find Requirements~~	300.131 (a-f)	
~~2D~~	~~Annual Count of Eligible Students~~	~~300.133 (c) (1-2)~~ 300.137 (a)	
~~2E~~	~~Provision of Services~~	300.138 (a) (1-2)	
~~2E 1(a-e)~~	~~District Responsibilities~~	300.138 (c) (2) ~~300.134 (c-d)~~ ~~(1-3)~~ ~~300.148~~ 300.132 (a-b)	
~~2E 2~~	~~Eligibility for Services~~	300.138 (2) (b)	

~~(a-c)~~ ~~2E 3 (a)~~ ~~(1-5)~~ ~~2F~~ ~~2G~~ ~~2H~~	 ~~Service Plan Development~~ ~~Dispute Resolution~~ ~~Determining the Proportionate Funding for Private School Students~~ ~~Expenditure Guidelines~~	300.132 (b) ~~300.136~~ ~~300.138 (2) (b)~~ 300.138 (b) (2) 300.320 300.323 (b) ~~300.139 (b) (1) (i)~~ ~~300.139 (b) (2)~~ 300.139 (b) (1)-(2) 300.140 (a-c) 300.133 ~~300.139 (2)~~ 300.144	
3.	Students Placed by the District	300.145-300.146 300.320-300.325	IDAPA 08.02.03.109.02.d
4.	Dual Enrollment by Parents	300.137(a)	Idaho Code 33.203 IDAPA 08.02.03.109.02.d
5.	Students Unilaterally Placed by their Parents when FAPE is Issued	300.148 300.101	IDAPA 08.02.03.109.02.d
6.	Out of State Students Residing in Residential Facilites	300.131	IDAPA 08.02.03.109.02.d

CHAPTER 10 IMPROVING RESULTS
LEGAL CITATIONS

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code/IDAPA/Topical Reference
1.	Monitoring Priorities and Indicators	300.600-604	IDAPA 08.02.03.109.02
2.	Early Intervening Services	300.226 300.205 (d) ~~300.226 (c)~~ ~~300.226 (a)~~ 300.208 (a) (2) ~~300.226 (b)~~ ~~300.226 (a)~~ 300.711	IDAPA 08.02.03.109.02
3.	Personnel	300.156 300.704 (b) (4) (vii)	IDAPA 08.02.03.109.02 IDAPA 16.03.09

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CHAPTER 11 PROCEDURAL SAFEGUARDS
LEGAL CITATIONS

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code/IDAPA/Topical Reference
1. ~~1A~~ ~~1B~~	Procedural Safeguards Notice ~~Contents~~ ~~When is Provided~~	 300.504	IDAPA 08.02.03.109.05
2. ~~2A~~ ~~2B~~ ~~2C~~ ~~2D~~ ~~2E~~ ~~2F~~	Domestic Considerations ~~Parent~~ ~~Surrogate Parent~~ ~~Transfer of Rights~~ ~~Emancipated Minors~~ ~~Ward of the State~~ ~~Child Custody~~	 300.30 300.519 ~~300.639~~ 300.320 300.520 300.030	 Idaho Code 32-717A Idaho Code 32-717B *Letter to Cox* 54 IDLER 60 (110 LRP 10357)
3. ~~3A~~ ~~3B~~ ~~3C~~ ~~3D~~ ~~3E~~ ~~3F~~	Informed Consent ~~Definition~~ ~~Actions Requiring Consent~~ ~~When Consent Not Required~~ ~~Refusal to Give Consent~~ ~~Failure to Respond for Consent~~ ~~Revoking Consent~~	 300.9 300.300 ~~300.300(d)~~ ~~300.300~~ ~~300.300~~ ~~300.300~~	
4. ~~4A~~ ~~4B~~ ~~4C~~ ~~4D~~ ~~4E~~ ~~4F~~	Written Notice ~~Definition~~ ~~Criteria for Written Notice~~ ~~Written Notice is Required~~ ~~Written Notice not Required~~ ~~Content of Written Notice~~ ~~Objection to District Proposal~~	300.508(e) 300.503 ~~300.503~~ ~~300.504~~ 300.300 ~~300.503~~	 IDAPA 08.02.03.109.05a
5. ~~5A~~ ~~5B~~ ~~5C~~ ~~5D~~	Confidentiality and Access to Records ~~Definition~~ ~~Protection of Records~~ ~~Access to Records~~	300.611 ~~300.610~~ 300.622 300.614 300.613 300.616 ~~300.611~~ ~~300.624~~ 300.623-	 IDAPA 08.02.03.109.05k ~~IC~~ Idaho Code 32-717A

~~5E~~	~~Disclosure Not Requiring Consent~~	300.625	
	~~Destruction of Records~~		
		300.618-300.621	
~~5F~~		~~300.619~~	
~~5G~~	~~Request for Amendment of Records~~	~~300.620~~	
	~~District Hearings~~	~~300.621~~	
		~~300.625~~	
~~5H~~			
	~~Student Rights~~		
6.	Independent Educational Evaluations		
~~6A~~	~~Definition~~	300.502	IDAPA 08.02.03.109.05j
~~6B~~	~~Right to an IEE~~	~~300.502(b)~~	
~~6C~~	~~Procedures for Requesting an IEE~~	~~300.502~~	
~~6D~~	~~District Responsibility~~	~~300.502~~	
~~6E~~	~~Consideration of Results~~	~~300.502~~	

CHAPTER 12 DISCIPLINE
LEGAL CITATIONS

Section	**Topic**	**IDEA Regulations 34 CFR §**	**Idaho Code/IDAPA/Topical Reference**
~~Overview~~	~~Discipline~~	~~300.530-300.536~~	~~Idaho Code 33-205~~
1.	General Discipline ~~Guidelines~~ Provisions	300.530(b) 300.534	Idaho Code 33-205
2. ~~2A~~ ~~2B~~ ~~2C~~	Actions Involving a Change of Placement ~~District Actions Resulting in a Change of Placement~~ ~~Hearing Officer Actions Resulting in a Change of Placement~~ ~~Court Actions Resulting in a Change of Placement (Honig Injunction~~)	300.530-300.532 ~~300.530(d)~~ ~~300.530(e)~~ 300.536 ~~300.530(g)~~ ~~300.536~~ ~~300.531~~ ~~Part 300 Summary of Changes Pg. 12415 Questions #3~~	
3. ~~3A~~ ~~3B~~ ~~3C~~ ~~3D~~	FAPE Considerations ~~District Actions When There is Not a Change of Placement~~ ~~District Actions When There is a Change of Placement~~ ~~FAPE Requirements in an IAES~~ ~~Transportation~~	300.530-531 ~~300.530(a)~~ ~~300.530(d)~~ ~~300.530(d)~~ ~~300.530(e)~~ ~~300.530(d)~~	Idaho Code 33-1501
4. ~~4A~~ ~~4B~~ ~~4C~~	Procedures for a Manifestation Determination ~~Actions Involving a Manifestation Determination~~ ~~When Behavior is a Manifestation of the Disability~~ ~~When Behavior is Not a~~	300.503(c-f) ~~300.530(e)~~ ~~300.530(f)~~	Idaho Code 33-205

	~~Manifestation of Disability~~		
5. ~~5A~~ ~~5B~~ ~~5C~~ ~~5D~~ ~~5E~~	Other Considerations ~~Request for an Expedited Hearing~~ ~~Protections for Students Not Yet Eligible for Special Education~~ ~~Parent/Adult Student Request for Evaluation of a Disciplined Student~~ ~~Referrals to and Action by Law Enforcement and Judicial Authorities~~ ~~Transfer of Discipline Records~~	 300.532(a) 300.532(c) 300.533 300.534 ~~300.534(d)~~ ~~300.535(a)~~ ~~300.535(b)~~	IDAPA 08.02.03.109.5.c IDAPA 08.02.03.109.5.f ~~34 CFR 99.3 (FERPA)~~ ~~34 CFR 99.7 (FERPA)~~ ~~34 CFR 99.10d (FERPA)~~ ~~34 CFR 99.11 (FERPA)~~ ~~34 CFR 99.31~~ ~~34 CFR 81(GEPA)~~ ~~34 CFR 76 (EDGAR)~~ ~~34 CFR 99.22 (FERPA)~~ ~~34 CFR 99.5a (FERPA)~~ Idaho Code 33-209

CHAPTER 13 DISPUTE RESOLUTION
LEGAL CITATIONS

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code/IDAPA/Topical Reference
1. ~~1A~~ ~~1B~~	~~IEP~~ Facilitation ~~Definition~~ ~~IEP Facilitation Request~~		
2. ~~2A~~ ~~2B~~ ~~2C~~ ~~2D~~ ~~2E~~	Informal Conflict Resolution ~~Mediation~~ ~~Definition~~ ~~Mediation Policies~~ ~~Contracted Mediators~~ ~~Confidentiality~~ ~~Mediation Agreement~~	300.506 ~~300.506~~ ~~300.506~~ ~~300.506~~ ~~300.506~~	IDAPA 08.02.03.109.05.b
3. ~~3A~~ ~~3B~~ ~~3C~~	Mediation ~~Formal Complaints~~ ~~Filing Complaint~~ ~~SDE Complaint Procedures~~ ~~Methods of Resolving~~	300.506 300.151-300.152 ~~300.152~~ ~~300.151~~	IDAPA 08.02.03.109.05.b
4. ~~4A~~ ~~4B~~ ~~4C~~ ~~4D~~ ~~4E~~	State Complaints ~~Due Process Hearings~~ ~~Definition~~ ~~Hearing Request by Parent~~ ~~Hearing Request by District~~ ~~Contents of Request~~ ~~Actions for Hearings~~	300.151-300.153 300.507-300.508 ~~300.507~~ ~~300.507~~ ~~300.508(b)~~ ~~300.508~~ 300.510-515 300.518	IDAPA 08.02.03.109.05
5. ~~5A~~ ~~5B~~ ~~5C~~ ~~5D~~	~~Expedited~~ Due Process Hearings ~~Definition~~ ~~Expedited Hearing Request~~ ~~Process and Disclosures~~ ~~Placement~~	300.507-300.518 ~~300.531~~ ~~300.532~~ ~~300.532~~ ~~300.533~~	IDAPA 08.02.03.109.01.d IDAPA 08.02.03.109.05.c,e,f
6.	Expedited Due Process Hearings	300.516	IDAPA 08.02.03.109.05.g

	~~Appeals and Civil Action~~	300.532	
7. ~~7A~~ ~~7B~~ ~~7C~~ ~~7D~~ ~~7E~~	Appeals and Civil Action ~~Attorney Fees~~ ~~Prohibition of Attorney Fees~~ ~~Exception of Prohibition~~ ~~Reduction in Fees~~ ~~Exception to the Reduction~~ ~~Special Provisions~~	 300.517 ~~300.517~~ ~~300.517~~ ~~300.517~~ ~~300.517~~	
8.	Attorney Fees	300.517	

Chapter 1

OVERVIEW

Chapter Contents

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Chapter 1
Overview

~~The education of students with disabilities is firmly rooted in the constitutional guarantees involved in the "protection of vulnerable minorities." This relationship means that the provision of services to students with disabilities is a basic civil right protected by the Constitution~~. Three (3) federal laws have been passed to ensure educational opportunities ~~these constitutional guarantees~~ for individuals with disabilities:

- the Individuals with Disabilities Education ~~Improvement~~ Act ~~of 2004~~ (IDEA ~~2004~~)
- Section 504 of the Rehabilitation Act of 1973 (Section 504)
- the Americans with Disabilities Act of 1990 (ADA)

The last reauthorization of the IDEA was in 2004 and aligned the law ~~was aligned~~ with the Elementary and Secondary Education Act of 2001—also known as the No Child Left Behind (NCLB) Act. Revisions to the IDEA regulations were issued in 2007, 2008, 2013 and 2014. The IDEA ~~2004~~ preserves the basic structure and civil rights of previous reauthorizations and emphasizes both *access* to education and *improved results* for students with disabilities based on data and public accountability.

This Manual provides ~~detailed~~ information regarding district responsibilities under the IDEA ~~2004 and the IDEA regulations of 2006, which took effect on October 13, 2006~~ and relevant Idaho legal requirements.

Section 1. Child Find

The district is responsible for establishing and implementing an ongoing Child Find system. Child Find activities are conducted ~~(1)~~ to create public awareness of special education programs~~,~~; ~~(2)~~ to advise the public of the rights of students, and; ~~(3)~~ to alert community residents of the need for identifying and serving students with disabilities from the age of three (3) through the semester in which they turn twenty-one (21).

The district is also responsible for coordinating with the Department of Health and Welfare regarding the Child Find system for children ages birth through two (2) years. The Child Find system includes children with disabilities who are homeless, as defined by the McKinney-Vento Homeless Act (see Glossary), wards of the state, or attending private schools, regardless of the severity of the disability.

See Chapter 3 for more information on Child Find.

Section 2. Procedural Safeguards

A ~~parent and/or adult student~~ parent/adult student has specific procedural safeguards assured by the IDEA ~~2004~~ and state law. The district provides a document titled *Procedural Safeguards Notice* to ~~parents and/or adult students~~ parents/adult students that contain a full explanation of special education rights.

See Chapter 11 for more information on procedural safeguards.

Section 3. Student Eligibility under the IDEA ~~2004~~

~~The existence of a disability or medical diagnosis does not, by itself, mean that a student is eligible under the IDEA 2004~~. To be eligible for services under the IDEA~~2004~~, a student must have a disability that:

1. meets the Idaho state disability criteria;

2. adversely affects educational performance; and

3. results in the need for ~~special education, that is,~~ specially designed instruction and related services.

The process used to make this determination is called "eligibility evaluation." During an eligibility evaluation, an evaluation team (which includes educators and the ~~parent and/or adult student~~ parent/adult student) reviews information from the evaluation completed (multiple sources including, but not limited to, general education interventions, formal and informal assessments, and progress in the general curriculum) in making the eligibility determination.

See Chapter 4 for more information on eligibility and evaluation.

Section 4. Free Appropriate Public Education (FAPE)

The ~~local education agency (~~district~~)~~ (LEA) is required to ensure that a free appropriate public education (FAPE) is available to students who reside in the district and are eligible for special education. FAPE is individually determined for each student that qualifies for special education. FAPE *must* include special education in the least restrictive environment (LRE) and *may* include related services, transition services, supplementary aids and services, and/or assistive technology devices and services. A definition of each of these terms can be found in the glossary.

See Chapter 2 for more information on FAPE.

Section 5. District Programs and Services

The district shall ensure that the same array of academic, nonacademic, and extracurricular activities and services is available to students with disabilities as is available to students without disabilities.

A. Educational Programs and Services

The district shall take steps to ensure that students with disabilities have the variety of educational programs and services that are available to all other students served by the district. These may include art, music, industrial arts, consumer and homemaking education, vocational education, and other programs in which students without disabilities participate.

B. Physical Education

Physical education services, specially designed if necessary, shall be made available to every student with a disability receiving FAPE, unless the public agency enrolls children without disabilities and does not provide physical education to children without disabilities in the same grades.

C. Nonacademic and Extracurricular Services and Activities

The district shall take steps, including the provision of supplementary aids and services determined appropriate and necessary by the student's Individualized Education Program (IEP) ~~Team~~ team, to provide nonacademic and extracurricular services and activities in a manner that affords students with disabilities an equal opportunity to participate in those services and activities. This includes counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the district, referrals to agencies that provide assistance to persons with disabilities, and employment of students, including both employment by the district and assistance in making outside employment available.

Section 6. Individualized Education Program (IEP)

The IEP is a document that outlines how a particular student with a disability will receive a free appropriate public education (FAPE) in the least restrictive environment (LRE). It is a working document that can be amended as the student's needs change. The IEP is created collaboratively by IEP team members, including parents, the student, if appropriate, the student's teachers and other district personnel.

See Chapter 5 for more information on IEP development.

Section 7. Least Restrictive Environment (LRE)

The IDEA ~~2004~~ states that, to the maximum extent appropriate, students with disabilities are to be educated with students who are not disabled. The IEP team determines ~~should consider~~ what constitutes LRE for the individual student. This includes considering that a continuum of alternative placements is available to meet the needs of children with disabilities and for special education and related services.

See Chapter 6 for more information on LRE.

Section 8. Summary of Activities That May Lead to Special Education Services

This section describes the steps that may lead to special education services. The activities that are within each step are often sequential, but could occur simultaneously. The process might occur in a different sequence for emergency or interim placements. A flowchart of these steps is provided at the end of this chapter.

A. General Education Interventions (carried out by the problem-solving team)

A general education problem-solving team addresses student learning needs and ensures that referrals to consider special education are appropriate. The general education problem-solving process may include comprehensive early intervening services based on whole-school approaches such as: a three-tiered model using scientifically based reading (and other content area) programs, positive behavior supports, and a response-to-intervention system. Accommodations and instructional and/or behavioral interventions shall be attempted during the problem-solving process. These accommodations and interventions shall be of sufficient scope and duration to determine the effects on the student's educational performance and shall be clearly documented.

If the student shows adequate progress with general education interventions and accommodations, a referral to consider a special education evaluation may be unnecessary. However, if general education interventions and accommodations need to be provided on an ongoing basis or if the student shows limited or no progress *and* the student's performance is significantly discrepant from peers, a referral to consider a special education evaluation may be warranted. Also, a parent of a student may initiate a referral for special education at any time and a district may not deny that referral simply because the student had not gone through the general education intervention process.

See Chapter 4 and Appendixes 3 and 4 for more information on problem-solving activities and the three tiered model.

B. Referral to Consider a Special Education Evaluation

Following the problem-solving team's review of the student's response to general education interventions, if the team suspects that the student has a disability and may be in need of special education ~~that adversely impacts his or her education~~, the problem-solving team shall initiate a referral to consider a special education evaluation. The purpose of this referral is to bring a student to the attention of an evaluation team so that it can determine whether to conduct a special education evaluation.

A referral ~~to consider a~~ for a special education evaluation marks the point at which procedural safeguards are provided to the parent. ~~activated~~ The ~~parent and/or adult student~~ parent/adult student shall be involved in decisions once a written referral has been made to the evaluation team to consider a special education evaluation.

The evaluation team shall review existing data, ~~including~~ which may include progress monitoring data from the student's IEP, assessments and information provided by ~~parent and/or adult student~~ the parent/adult student, and document the review process, to determine the need for further assessment. The evaluation team will procure the necessary written consents for additional assessments.

See Chapter 3 for more information on the referral process to consider a special education evaluation and who can make a referral.

C. Written Notice and Written Consent (completed by an evaluation team)

Before administering assessments as part of the special education evaluation, written notice shall be provided to the ~~parent and/or adult student~~ parent/adult student along with the procedural safeguards and written consent shall be requested ~~obtained~~ from the ~~parent and/or adult student~~ parent/adult student. The district may use a single form that meets the requirements of written notice and consent for assessment. In addition, if the evaluation team needs information for an evaluation from a non-educational agency or an individual, such as a doctor, written consent for the release of information shall be obtained from the ~~parent and/or adult student~~ parent/adult student.

See Chapter 4 and Chapter 11 for more information.

D. Evaluation and Eligibility Determination (completed by evaluation team)

After receiving consent, the evaluation team shall schedule assessments and ensure they are conducted. The evaluation must be sufficiently comprehensive to identify all of the child's special education and related services needs. Next, the evaluation team reviews the assessment data, the response to general education targeted interventions , and ~~parent and/or adult student~~ parent/adult student input and recommendations to determine whether the student is eligible for

special education services. Then the evaluation team compiles an *Eligibility Report* using data collected from individual assessments and provides the ~~parent and/or adult student~~ parent/adult student with a copy of the report. The eligibility report shall address, to the extent required, the general education classroom, targeted interventions previously employed and the student's response to those interventions.

For children transferring from the Infant Toddler Program (ITP), eligibility shall be determined and an IEP developed or IFSP adopted by the child's third (3rd) birthday. See Chapter 5 for guidance on expectations. If a child turns three (3) during the summer, and the child does not require Extended School Year (ESY) services, special education and related services may begin in the new school year.

For children ages three (3) through twenty-one (21), the time between receiving consent for initial assessment and determining eligibility cannot exceed sixty (60) calendar days, excluding periods when regular school is not in session for five (5) or more consecutive school days (with the exception of ITP referrals which must be completed by the child's third (3rd) birthday). The parent and district may agree, in writing, to extend the sixty (60) day period. See Chapter 4 for guidance on timeline exceptions.

If the student is not eligible, the district shall provide written notice to the ~~parent and/or adult student~~ parent/adult student that the evaluation data does not indicate eligibility under the IDEA ~~2004~~ even though the parent is a member of the team that determines eligibility. The district shall maintain documentation in permanent records. ~~(A student ineligible under the IDEA 2004 may be considered to have a disability under Section 504.)~~

If the ~~parent and/or adult student~~ parent/adult student disagrees with the district's evaluation and/or the eligibility determination, he or she has the right to request SDE mediation, file a due process hearing challenging the decision, or seek an independent educational evaluation (IEE). See Chapter 11 for more information.

E. IEP Development and Implementation (completed by IEP team)

~~The time between receiving consent for assessment 60 calendar days, excluding periods when regular school is not in session for five or more consecutive school days. The parent and district may agree in writing to extend the 60-day period for the purpose of initial assessment as long as Federal IDEA 2004 time requirements are met. See Chapter 4 for guidance on timeline exceptions.~~

The following activities are included in the development and implementation of the IEP:

1. Conduct an IEP team meeting to develop and implement an IEP within thirty (30) calendar days of a determination that the student is eligible for special education and related services. For eligible students, the IEP can be developed at the same meeting

at which eligibility is determined if all required IEP team members are present and agree to proceed.

2. After determining goals and services, determine the placement in the LRE in which the IEP can be implemented. For those goals that are aligned to the alternate achievement standards, benchmarks/objectives shall be written.

3. Obtain documentation indicating participation in the IEP team meeting.

4. Obtain consent from the ~~parent and/or adult student~~ parent/adult student for initial provision of special education services. ~~placement in special education~~

5. Provide copies of the IEP to the ~~parent and/or adult student~~ parent/adult student and other participants, as appropriate.

6. Provide written notice to the ~~parent and/or adult student~~ parent/adult student before implementing the IEP if the provision of FAPE or the educational placement is proposed to change or if the team refused to make a change based on the parent's request.

7. Make arrangements for IEP services by informing staff of their specific responsibilities under the IEP.

8. Implement the IEP as soon as possible, but no later than ~~after it is developed~~ within thirty (30) days of eligibility. (See Chapter 4 for guidance on timeline exceptions.)

9. Provide the ~~parent and/or adult student~~ parent/adult student with periodic reports of the student's progress towards IEP goals (such as quarterly or other periodic reports, concurrent with the issuance of report cards).

See Chapter 5 for more information on IEP development.

F. Review and Revision of IEP and Placement Decision (completed by IEP team)

1. Send the ~~parent and/or adult student~~ parent/adult student a *Procedural Safeguards Notice* with an invitation to attend an IEP meeting (required at least once annually).

2. Convene an IEP team meeting under these circumstances:

    a. when changes in the IEP are requested or if the student is not making progress. In addition, the IDEA allows changes to the IEP without an IEP team meeting between the annual review dates if the district and parent agree; and

b. at least annually to ~~review eligibility,~~ develop a new IEP~~, and determine placement~~.

3. Provide a copy of the revised IEP to the parent and the adult student when an IEP is amended or rewritten~~, and when the student is no longer eligible for special education services~~. In addition, written notice is required if the district is proposing to change or refusing to change the educational placement ~~and/or~~ or the provision of FAPE.

4. Under Idaho regulations, the ~~parent and/or adult student~~ parent/adult student has the right to file a written objection ~~to changes proposed by the district.~~ to an IEP program change or placement change. If, within ten (10) calendar days of receiving written notice from the district, the ~~parent and/or adult student~~ parent/adult student files a written objection ~~to all or part of the proposed IEP or placement,~~ the district shall not implement the change(s) to which the ~~parent and/or adult student~~ parent/adult student objects. See Chapter 11 for more information.

See Chapter 5 for more information on IEP reviews.

G. Reevaluation (completed by evaluation team)

Reevaluations are conducted by the evaluation team. A reevaluation ~~to determine whether a student continues to be eligible for special education services is~~ shall be completed as follows: (a) at least every three years, (b) when requested by the student's teacher or the ~~parent and/or adult student~~ parent/adult student, and (c) whenever conditions warrant. Approximately one month before conducting the reevaluation, the district shall inform the ~~parent and/or adult student~~ parent/adult student that a reevaluation is due. The ~~parent and/or adult student~~ parent/adult student and district may agree in writing that a three-year reevaluation is not necessary. In addition, a reevaluation need not be conducted more than once per year unless the district and the parents agree.

The evaluation team shall include the following activities in the reevaluation process:

1. Invite the ~~parent and/or adult student~~ parent/adult student to participate in the review of existing data and to determine what additional data, if any, is needed as part of the reevaluation. Unless the ~~parent and/or adult student~~ parent/adult student requests that the evaluation team members meet as a group in a formal meeting, data can be gathered from individual team members at various times using a variety of methods.
2. Obtain written consent from the ~~parent and/or adult student~~ parent/adult student if additional assessments shall be conducted. After gaining consent, ensure the completion of assessments and eligibility reports. The IDEA does not require consent for a reevaluation if the district has made documented attempts to get consent and the parent has not responded.

3. If the evaluation team determines that additional assessments are not needed, provide written notice to the ~~parent and/or adult student~~ parent/adult student of this decision and of the ~~parent and/or adult student~~ parent's/adult student's right to request assessments.

4. Prepare an *Eligibility Report* that details the eligibility requirements for the student, even when no new assessments are conducted. The report shall address each required eligibility component.

5. Provide the ~~parent and/or adult student~~ parent/adult student with a copy of the *Eligibility Report*.

6. Determine whether revisions to the IEP are necessary ~~Develop~~ and implement an IEP, if the student continues to be eligible. If the student is not eligible, follow procedures to discontinue services.

See Chapter 4 for more information on reevaluation.

H. Discontinuation of Services

Provide prior written notice to the ~~parent and/or adult student~~ parent/adult student informing them of the discontinuation of services when:

1. The evaluation team determines the student no longer meets eligibility requirements for special education services; or

2. The student meets the district and State requirements that apply to all students for receipt of a regular high school diploma; or

3. The student completes the semester in which he or she reaches the age of twenty-one (21) years.

4. Parent/adult student revokes consent for special education services.

When a student exits from special education as a result of graduating or aging out, the district shall provide the student with a summary of his or her academic achievement and functional performance, along with recommendations on how to assist the student in meeting postsecondary goals.

See Chapter 7 for more information on the discontinuation of services.

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Chart

General Education Interventions (completed by problem-solving team)

- Team considers components of the three tiered model of Response to Intervention.
- Problem solve, plan and implement interventions and accommodations; document results.

Special Education Activities

A. Child Find Activities
B. Referral to Consider a Special Education Evaluation (completed by problem-solving team and evaluation team) or the parent/adult student ■ Problem-solving team submits a formal referral to consider special education evaluation. ■ Provide the ~~parent and/or adult student~~ parent/adult student with a *Procedural Safeguards Notice.* (required) ■ Seek ~~parent and/or adult student~~ parent/adult student input and afford opportunity for a meeting. ■ Evaluation team decides whether to conduct further assessments.
C. Written Notice and Consent (completed by the evaluation team) ■ Provide written notice to the ~~parent and/or adult student~~ parent/adult student. ■ Seek consent from the ~~parent and/or adult student~~ parent/adult student for assessments. ■ Receive written consent for assessment from the ~~parent and/or adult student~~ parent/adult student.
D. Evaluation and Eligibility Determination (completed by evaluation team) ■ Schedule and conduct assessments. ■ Review assessment information with ~~parent and/or adult student~~ parent/adult student. Determine eligibility and complete the *Eligibility Report*. (Meeting with the entire team is a ~~parent and/or adult student~~ parent/adult student option.) ■ Provide the ~~parent and/or adult student~~ parent/adult student with a copy of the *Eligibility Report*.
E. IEP Development and Implementation (completed by IEP team) ■ Invite the ~~parent and/or adult student~~ parent/adult student to the IEP team meeting. ■ Provide a *Procedural Safeguards Notice* to the ~~parent and/or adult student~~ parent/adult student. (at least once annually) ■ Develop IEP and determine placement in LRE. ■ Provide a copy of the IEP with written notice to the ~~parent and/or adult student~~ parent/adult student. ■ Receive consent for initial provision of special education services ~~placement~~ from the ~~parent and/or adult student~~ parent/adult student. ■ Implement IEP.
F. Review/Revision of IEP and Placement Decision (completed by IEP team) ■ Provide a *Procedural Safeguards Notice* to the ~~parent and/or adult student~~ parent/adult student if applicable. ■ Invite the ~~parent and/or adult student~~ parent/adult student to the IEP team meeting.

■ Review ~~eligibility, develop an~~ the IEP, and determine placement annually. ■ Provide a copy of IEP with written notice to the ~~parent and/or adult student~~ parent/adult student.
G. Reevaluation (completed by evaluation team) ■ Inform the ~~parent and/or adult student~~ parent/adult student that reevaluation is due. ■ Provide a *Procedural Safeguards Notice* to the ~~parent and/or adult student~~ parent/adult student if applicable. ■ Seek ~~parent and/or adult student~~ parent/adult student input on reevaluation and afford opportunity to request a meeting. ■ Receive consent from the ~~parent and/or adult student~~ parent/adult student for assessments if planning to assess **OR** Provide the ~~parent and/or adult student~~ parent/adult student with written notice that no further assessments shall be conducted if the evaluation team determines that existing information is adequate. Inform ~~parent and/or adult student~~ parent/adult student of his or her right to request additional assessments. ■ Schedule and conduct assessments. ■ Review assessment information with ~~parent and/or adult student~~ parent/adult student. Determine eligibility and complete the *Eligibility Report*. (Meeting with the entire team is a ~~parent and/or adult student~~ parent/adult student option.) ■ Provide the ~~parent and/or adult student~~ parent/adult student with a copy of the *Eligibility Report*. **Go to steps in Box F or Box H.**
H. Discontinuation of Services ■ Provide written notice to the ~~parent and/or adult student~~ parent/adult student before discontinuing special education services. **Upon graduation provide a summary of performance to the ~~parent and/or adult student~~ parent/adult student.**

Chapter 2

FREE APPROPRIATE PUBLIC EDUCATION

Chapter Contents

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Chapter 2
Free Appropriate Public Education

The district (local education agency~~(district~~) is required to ensure that a free appropriate public education (FAPE) is available to residents, homeless individuals and individuals from migrant families ages three (3) to twenty-one (21) ~~students~~ in the district and who are eligible for special education. FAPE is individually determined for each student with a disability. FAPE *must* include special education in the least restrictive environment (LRE) and *may* include related services, transition services, supplementary aids and services, and/or assistive technology devices and services. A definition of each of these terms can be found in the glossary.

Section 1. Definition of a Free Appropriate Public Education (FAPE)

The definition of FAPE under the IDEA ~~Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004)~~ means special education and related services that:

1. are provided at public expense (free);
2. are provided in conformity with an appropriately developed individualized education program, or IEP (appropriate);
3. are provided under public supervision and direction (public); and
4. include an appropriate preschool, elementary, and secondary education that meets the education standards, regulations, and administrative policies and procedures issued by the State Department of Education (education).

Section 2. Provision of FAPE

A. District Obligation

The district is required to ensure that FAPE is available to students in the district who are eligible for special education. This includes students who reside in group, personal care, or foster homes, as well as institutions, if their legal guardian is a resident of Idaho, even though the guardian may reside in another Idaho school district. It also includes students who are migratory or homeless as defined by the McKinney-Vento Homeless Act (see Glossary). If a student from another state is placed in Idaho by an out-of-state agency, parent, or district, the placing district, parent, or agency is responsible for the educational costs. If a student is placed in a district by an Idaho agency, the student is entitled to FAPE and the responsible agency is determined upon Idaho Code regarding the specific situation.

The district is obligated to make FAPE available to each eligible student in the district as follows:

1. The district shall provide FAPE to an individual who is at least three (3) years old and who qualifies for special education services unless the ~~parent and/or adult student~~ parent/adult student has refused special education services. Students aged three (3) to five (5) must have their special education services identified on an IEP since Idaho does not have state-funded preschool programs.

2. The district shall offer FAPE to parentally placed private school students in accordance to statutory and regulatory language, which states that parentally placed private school students with disabilities do not have an individual right to some or all of the special education and related services that the student would receive if enrolled in a public school.

3. A free appropriate public education shall be available to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course, and is advancing from grade to grade.

Note: Participation in Comprehensive Early Intervening Services neither limits nor creates a right to FAPE.

B. Limit to District Obligation

1. ~~The district is not obligated to provide some or all special education and related services, if it has been offered, but a parent elected to place the student in a private school or facility.~~ A student with a disability who has been placed in a private school or facility by the parent does not have an individual right to receive all or part of the special education and related services that the child would receive if enrolled in a public school. However the district ~~shall include that student in the population whose needs are addressed consistent with~~ would have Child Find ~~requirements~~ responsibilities. See Chapter 9 for more information.

2. ~~Students who are home schooled and dually enrolled are considered private school students for the purposes of dual enrollment. The same procedures would be available to these students as parentally placed private school students who are dually enrolled~~ Students who are homeschooled are considered nonpublic students for the purpose of dual enrollment, however a student being homeschooled is not considered a private school student. Students who are dually enrolled in a school district's general education program may be considered for a Section 504 plan if needed to provide supports and/or accommodations for those general education courses for which they are enrolled. A student who is enrolled in a virtual public school is not considered a homeschooled student for the duration that they attend that virtual public school.

Homeschool students who are dually enrolled are considered to be nonpublic school students. The district shall allow homeschool students who are eligible for special education and who are otherwise qualified to participate in school programs under the dual enrollment law to:

1. enroll in general education courses under the same criteria and conditions as students without disabilities; and

2. receive accommodations in the general education courses for which they are enrolled on a Section 504 plan, if needed.

Homeschool students may not dually enroll solely for special education and/or related services. The dual enrollment statute does not establish an entitlement to FAPE for a student with a disability. This means that there is no individual right to receive some or all special education services that the student would receive if enrolled in public school.

C. When District Obligation to Provide FAPE Ends

The District's obligation to provide FAPE to a student ends:

1. At the completion of the semester in which the student turns twenty-one (21) years old;

2. when the student meets the district requirements that apply to all students for receipt of a regular high school diploma; a regular high school diploma does not include an alternative degree that is not fully aligned with the Idaho Content Standards or Idaho Core Standards, such as a certificate or a general educational development credential (GED); ~~or~~

3. when the student no longer meets the eligibility criteria for special education services, as determined by the team after a reevaluation; or

4. when a parent/adult student has revoked consent for the continued provision of special education services.

D. Temporary Suspension of FAPE

The district is not required to provide FAPE to an eligible student during the suspension of ten (10) cumulative school days or less during a school year (unless the district provides services to students who are not disabled who are so suspended); however, FAPE must be provided following this ten (10) day exception.

Section 3. FAPE Considerations

A. Case Law Interpretations of FAPE

The courts have further defined the term FAPE as a result of lawsuits between parents and districts. In 1982, the United States Supreme Court ruled in the case of ~~*Hendrix*~~ Board of

Education of the Hendrick Hudson Central School District, et al. v. Rowley, et al. ~~*Hudson Central School District Board of Education v. Rowley*~~. This landmark case set a standard for FAPE that is commonly referred to as the *Rowley Standard.* The *Rowley* decision defines FAPE as including these two components:

1. an IEP developed in adequate compliance with the IDEA ~~2004~~ procedures; and

2. an IEP reasonably calculated to enable the student to receive educational benefit.

The *Rowley* decision also states that, if a student is being educated in the general education classroom, the IEP should be reasonably calculated to enable the student to achieve passing marks and advance from grade to grade, although passing grades are not determinative that FAPE has been provided.

B. Applicability to Charter and Alternative Schools

Federal law requires the district to provide students with disabilities educational choices comparable to those choices offered to students without disabilities. These choices include the opportunity to attend a public charter school or alternative public school. Students enrolled in public charter and alternative schools are entitled to FAPE and retain all the rights and protections that are available under the IDEA ~~2004~~.

C. Applicability to Detained Youth

Students with disabilities or suspected disabilities who are detained in city or county jails, juvenile detention centers, juvenile correctional facilities, or in Idaho prisons are entitled to FAPE.

1. Services to Youth Detained in City or County Jails

   The district in which the facility is located has the responsibility for Child Find and the provision of FAPE to eligible youth.

2. Services to Youth Detained in Juvenile Detention Centers (JDC)

   The district in which the facility is located has the responsibility for the provision of FAPE to eligible youth. Typically, detention in a JDC is short term, and the student most likely returns to his or her home district. If a district has a student who is detained in a JDC not located within the district boundaries, the district may find it beneficial to coordinate school assignments through the JDC's education staff while the student is in the facility.

3. Services to Youth Placed in the Custody of the Department of Juvenile Corrections (DJC)

When a student is placed in the custody of the Department of Juvenile Corrections, the responsibility for the provision of FAPE resides with the Department of Juvenile Corrections.

4. Services to Youth in the Custody of the Department of Correction (DOC)

   When a student is placed in the custody of the Department of Correction, the responsibility for the provision of FAPE resides with the Department of Correction through an agreement between the SDE and the Department of Correction.

D. Using Public and Private Insurance Funds to Provide FAPE

If a student is covered by a parent's private or public insurance or benefits, the district may access this insurance only if the parent provides informed consent. The consent requirements are different for accessing a parent's private insurance as opposed to public insurance (such as Medicaid).~~Each time the district proposes to access the private insurance, the district shall obtain written parental consent and inform the parent that his or her refusal to permit the district to access the private insurance does not relieve the district of its responsibility to ensure that all required services are provided at no cost to the parent.~~

If a district proposing to access a parent's public insurance to cover any of the costs associated with the provision of special education and/or related services, the district must do the following:

1. Provide written notification to the child's parents before accessing the child's or the parent's public benefits or insurance for the first time and prior to obtaining the one-time parental consent and annually thereafter. The written notification must explain all of the protections available to parents to ensure that parents are fully informed of their rights before a public agency can access their or their child's public benefits or insurance to pay for services under the IDEA. The notice must include a statement that the refusal to provide consent or the withdrawal of consent will not relieve the district's responsibility to ensure that all the required IEP services are provided at no cost to the parent. The notice must be written in language understandable to the general public and in the native language of the parent or other mode of communication used by the parent unless it is clearly not feasible to do so.

2. Obtain a one-time written consent from the parent after providing the written notification before accessing the child's or the parent's public benefits or insurance for the first time. This consent must specify (a) the personally identifiable information that may be disclosed (e.g., records or information about the services that may be provided to a particular child); (b) the purpose of the disclosure (*e.g.*, billing for services); and (c) the agency to which the disclosure may be made (*e.g.*, Medicaid). The consent also must specify that the parent understands and agrees that the public agency may access the child's or parent's public benefits or insurance to pay for services. Such consent may be withdrawn at any time by the parent.

3. If the child on an IEP moves into a new district, the new district responsible for providing a FAPE must provide the parents with written notice and must obtain consent before accessing the parent's public insurance.

If a district is proposing to access a parent's private insurance to cover any of the costs associated with the provision of special education and/or related services, the district must get parental consent each time the district proposes to access private insurance.

Chapter 3

CHILD FIND

Chapter Contents

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Chapter 3
Child Find

The Child Find system involves three basic steps leading to the determination of whether or not a student has a disability and requires special education. The steps are location, identification, and evaluation. This chapter describes location and identification activities. The evaluation process is covered in Chapter 4.

Section 1. District Responsibility

The district is responsible for establishing and implementing an ongoing Child Find system to locate, identify, and evaluate students suspected of having a disability, ages three (3) through the semester they turn twenty-one (21), who may need special education, regardless of the severity of the disability. The district is also responsible for coordinating with the Department of Health and Welfare (DHW) regarding the Child Find system for children ages birth through two (2) years. The district may appoint an individual to coordinate the development, revision, implementation, and documentation of the Child Find system.

The Child Find system shall include all students within the district's geographic boundaries including students who are:

1. enrolled in the district ~~public school~~, however this would not include a student who is placed in that public school by another district;

2. enrolled in charter and alternative schools;

3. enrolled in homeschool; ~~Note~~

4. enrolled in parentally placed private elementary and secondary schools (including religious schools) located in the district; including out-of-state parentally-placed private school children with disabilities;

5. not enrolled in elementary or secondary school, including resident children ages three (3) through five (5);

6. advancing from grade to grade;

7. highly mobile students (such as migrant and homeless as defined by the McKinney Vento Homeless Act [see Glossary]); and

8. wards of the state.

Section 2. Locating Students

Locating students who may have disabilities involves coordinating with other agencies and promoting public awareness.

A. Coordination

For infants and toddlers, birth through two (2) years of age, Child Find is provided by the Idaho Infant/ Toddler Program (ITP). Although lead responsibility for the ITP has been designated to the DHW, interagency agreements provide for collaboration and coordination. The district shall use local interagency agreements for efficient use of resources and ease of service accessibility for students and families.

B. Public Awareness

The district shall take and document the necessary steps to ensure that district staff and the general public are informed of the following:

1. the availability of special education services;
2. a student's right to a free appropriate public education (FAPE);
3. confidentiality protections; and
4. the referral process.

This information may be provided through a variety of methods such as distributing brochures or flyers, including information in school or district publications, disseminating articles and announcements to newspapers, arranging for radio and television messages and appearances, speaking at faculty meetings or district in-services, and making presentations.

Section 3. Identification

The identification component of Child Find includes screening, early intervening through a problem-solving process, and referral to consider a special education evaluation. The procedural rights under the IDEA ~~Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004)~~ are afforded when the student is referred for a special education evaluation by the ~~parent and/or adult student~~ parent/adult student or the district.

A. Screening

Screening is an informal, although organized process, of identifying students who are not meeting or who may not be meeting Idaho Content Standards, Idaho Core Standards, or Idaho Early Learning ~~Standards~~ Guidelines (eGuidelines). A variety of methods may be used to screen students, including performance on statewide assessments, curriculum-based measures, daily

work in the classroom, teacher observations, hearing and vision screeners, developmental milestones, and/or kindergarten readiness measures.

Screening for instructional purposes is not an evaluation. The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services.

Although screening is an important part of the Child Find system, screening cannot be used to delay processing a referral to consider a special education evaluation where immediate action is warranted.

B. General Education Intervention (Comprehensive Early Intervening Services)

Under the Local Education Agency (LEA) funding option, early intervening services are services for K-12 students who need additional academic and behavioral support to succeed in the *general education environment*. When a school's screening process reveals that a student or groups of students are at risk of not meeting the Idaho Content Standards or Idaho Core Standards, the general education problem-solving team shall consider the students' need for "supported" instructional and/or behavioral interventions in order to help the students succeed. These interventions are referred to as early intervening services or general education interventions, accommodations, and strategies. It is important to remember that students who receive early intervening services are not currently identified as needing special education or related services and do not have a right to ~~FAPE~~ a free appropriate public education. Therefore, the IDEA ~~2004~~ procedural safeguards are not applicable at this time.

Districts shall implement comprehensive coordinated services and activities that involve providing educational and behavioral evaluations, services, and supports. These services may also include professional development for teachers and other staff to enable them to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction, and where appropriate, instruction on the use of adaptive and instructional software. Comprehensive Early Intervening Services (CEIS) should be based on whole-school approaches such as; the three-tiered model, scientifically based curriculum and instruction, positive behavior supports, and a response to intervention system.

If a district chooses to use up to 15% of IDEA Part B ~~Federal~~ funds for CEIS for students in K-12 who are not currently identified as needing special education, but who need additional support in the general education environment, additional requirements may apply that will affect maintenance of effort. In addition, if IDEA Part B funds are used, the district must annually report to the SDE:

1. The number of children receiving CEIS; and

2. The number of children who received CEIS and subsequently received special education services during the preceding two year period.

If a district is found to have a significant disproportionate representation in special education, there are additional requirements for use of funds in CEIS. Please see Chapter 10 for more information on CEIS.

C. General Education Problem Solving

1. Establishing a Problem-Solving Team

   The district shall establish a problem-solving team and a process to plan accommodations and interventions in general education and to ensure that referrals to consider a special education evaluation are appropriate. Team membership is established by the school or the district and would likely involve general educators and administrators, and could include counselors, specialists, and special education personnel. While ~~parent and/or adult student~~ parent/adult student involvement is valuable and encouraged, the district is not required to include the ~~parent and/or adult student~~ parent/adult student on the team.

   When problem solving involves a child ~~3-5~~ three to five (3-5) years of age, the team should seek input from family members, child care programs, private preschools, or Head Start Programs, as appropriate. An early childhood problem-solving process needs to consider early childhood environments and the preschool student's need for supported instructional interventions in order for the student to participate in appropriate activities. IDEA Part B funds cannot be used to provide CEIS to preschoolers.

2. Referrals to the Problem-Solving Team

   Referrals to the problem-solving team may come from a variety of sources including parents, students, other family members, public or private school personnel, agencies, screening programs, or as a result of annual public notice.

   Referrals may be made for a variety of reasons dealing with academic and behavioral concerns and may involve, but are not limited to, teaching strategies, material accommodations, social skills training, cooperative learning concepts, classroom organization, and scheduling.

3. Interventions

   a. Interventions in general education or an early childhood environment shall be attempted before a student is referred to an evaluation team, unless ~~an~~ the student's performance indicates an evaluation is warranted ~~evaluation is needed immediately~~ or a parent makes a request for a referral for a special education evaluation.

b. Interventions shall be of sufficient scope and duration to determine the effects on the student's educational performance and should be clearly documented.

c. Documentation of the success or failure of accommodations and interventions shall be reviewed and discussed by the problem-solving team.

4. Problem-Solving Team Decisions Following General Education Intervention

Based on a review of data and information presented by the referring party and others, the team has several decision options. In the case of a preschool student, data and information shall be gathered and reviewed from such settings as child care programs, private preschools, Head Start Programs, or the home. Following an intervention, the problem-solving team shall review progress monitoring data from the intervention and other relevant information to determine what action is warranted. The team considers a variety of options, including whether to:

a. continue the general education intervention because the student is making adequate progress but needs more time to reach goals;

b. continue the intervention in a modified form;

c. explore services or programs outside of special education (such as Title I of the Elementary and Secondary Education Act, including English language programs; Section 504 accommodations; counseling); or

d. make a referral to consider a special education evaluation.

Although problem-solving activities are an important part of the system, they cannot be used to delay processing a referral for consideration of a special education evaluation where immediate action is warranted. Either a parent or a public agency may initiate a request for an initial evaluation. If a parent initiates a referral for a special education evaluation, the evaluation cannot be delayed or denied due to the child not completing the general education intervention process.

Section 4. Referral to Consider a Special Education Evaluation

A. Evaluation Team

The evaluation team is the group of people established by the IDEA ~~2004~~ that has the responsibility for making decisions regarding evaluation, assessments, and eligibility. The composition of the evaluation team will vary depending on the nature of the student's suspected disability and other relevant factors. The evaluation team shall include the same membership (although not necessarily the same individuals) as the IEP team and other professionals as needed to ensure that appropriate, informed decisions are made.

Unlike an IEP team, an evaluation team has the flexibility of conducting business with or without a meeting. The case manager can gather input from evaluation team members in a variety of ways. The ~~parent and/or adult student~~ parent/adult student shall be included in the evaluation team and shall be given the opportunity to indicate whether he or she wishes the team to hold a meeting with all members attending.

B. Referrals to Consider Special Education

The procedure for handling referrals to consider a special education evaluation for students suspected of having a disability includes the following:

1. Unless immediate action is warranted and documented, a referral to consider a special education evaluation is sent to the evaluation team *after* the problem-solving team has determined:

    a. the student's response to research-based interventions in general education (or age-appropriate activities for preschool) has not resulted in adequate progress; and

    b. language and cultural issues are not the main source of the student's academic or behavioral discrepancy from peers.

2. A *Referral to Consider a Special Education Evaluation/Reevaluation* form shall be completed.

3. Procedural safeguards are activated when a referral is made to consider a special education evaluation. If the referral came from someone other than the ~~parent and/or adult student~~ parent/adult student (see Glossary) the ~~parent and/or adult student~~ parent/adult student shall be notified. In either case, the ~~parent and/or adult student~~ parent/adult student shall be provided with a copy of the *Procedural Safeguards Notice*. At the same time, the ~~parent and/or adult student~~ parent/adult student shall be afforded an opportunity to provide input regarding the need for and scope of the initial evaluation, including the opportunity to hold a meeting if desired.

4. The evaluation team (including the ~~parent and/or adult student~~ parent/adult student) reviews all available records, including family and health history, past school experiences, the results of general education interventions, and previous assessments and evaluations. The evaluation team shall decide what additional assessments, if any, are needed. This review and determination process can take place at a face-to-face meeting of the evaluation team or through an alternate format, unless the ~~parent and/or adult student~~ parent/adult student desires that a meeting be held.

    a. If the evaluation team determines that an evaluation is warranted, written notice shall be provided to the ~~parent and/or adult student~~ parent/adult student

describing the proposed evaluation and written consent shall be obtained from the ~~parent and/or adult student~~ parent/adult student.

b. If the evaluation team determines that an evaluation is not warranted at this time, the team should seek other avenues for services to meet the student's needs. The person initiating the referral, if other than the ~~parent and/or adult student~~ parent/adult student, may be informed as to why the evaluation is not being conducted. Written notice of the district's refusal to evaluate a student for special education services shall be provided to the ~~parent and/or adult student~~ parent/adult student when he or she makes a referral for a special education evaluation and the district determines that the evaluation is not warranted.

Note: Districts are prohibited from requiring that a student obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school, receiving an evaluation, or receiving services under the IDEA ~~2004~~.

See Chapter 4 for more information on evaluation and eligibility.

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Chapter 4

EVALUATION AND ELIGIBILITY

Chapter Contents

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Chapter 4
Evaluation and Eligibility

Chapter 3 discusses Child Find procedures used to locate and identify students with suspected disabilities. This chapter contains the requirements for the special education evaluation and eligibility process, from referral to consider special education through to the determination of eligibility. The Idaho State Department of Education has provided State Eligibility Criteria for special education services for eligibility consistent with IDEA for districts to use while determining eligibility.

Section 1. Evaluation Team

The evaluation team is a group of people outlined by IDEA ~~2004~~ with the responsibility to make decisions regarding evaluation, assessments, and eligibility. This team includes the same membership as the individualized education program (IEP) team (although not necessarily the same individuals) and other qualified professionals as needed to ensure that appropriate and informed decisions are made. The specific composition of the evaluation team reviewing existing data will vary depending upon the nature of the student's suspected disability and other relevant factors. The ~~parent and/or adult student~~ parent/adult student is a member of the evaluation team and shall be provided an opportunity to provide input and participate in making team decisions. The evaluation team may conduct its review without a meeting unless the ~~parent and/or adult student~~ parent/adult student requests that a meeting be held.

Additional Membership Requirements**:**

The determination of whether a student suspected of having a *specific learning disability* shall be made by the student's parents and a team of qualified professionals, which shall include:

1. The student's regular teacher; or if the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of his or her age; and

2. ~~At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, or speech-language pathologist. or remedial reading teacher.~~ A school psychologist is a required member of the team. When considering oral expression and listening comprehension, a speech language pathologist is a required member who may collaborate with or replace the school psychologist as the professional required to conduct and interpret evaluative examinations

Section 2. Purpose of an Evaluation

The purpose of the evaluation process is to determine the eligibility of a student for special education services. This pertains to both initial determination and three year review of eligibility,

or re-evaluation. It is also a process for gathering important information about a student's strengths and service needs. An evaluation process shall ~~should~~ include a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student, including information provided by the parent.

A. Definitions

Although the terms "evaluation" and "assessment" are often interchanged, there are significant differences between the meaning of the two terms. In an effort to clarify, the terms are defined as follows:

1. Evaluation refers to procedures used to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs. The screening of a student by a teacher or specialist to determine appropriate *instructional* strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services.

2. Assessment is integral to the evaluation process and includes the formal and ~~or~~ informal processes of systematically observing, gathering, and recording credible information to help answer evaluation questions and make decisions. A test is one method of obtaining credible information within the assessment process. Tests may be standardized or non-standardized, criterion-referenced (e.g. curriculum-based measures) or norm-referenced, and usually elicit responses from students to situations, questions, or problems to be solved. Assessment data may also include observations, interviews, medical reports, data regarding the effects of general education accommodations and interventions, and other formal or informal data.

B. Evaluation Components

The district shall conduct a full and individual initial evaluation before the provision of special education and related services are provided to a student suspected of having a disability. A parent or a public agency may initiate a request for an initial evaluation to determine eligibility.

To be eligible for services under the IDEA~~2004~~, a student must have a disability that:

1. meets the Idaho state disability criteria as established in this Manual;

2. adversely affects educational performance; and

3. results in the need for ~~special education, that is,~~ specially designed instruction and related services.

~~This initial evaluation will consist of procedures to collect assessment information to determine whether :~~

~~1. the student has a disability according to the established Idaho criteria;~~

~~2. the student's condition adversely affects academic performance; and~~

~~3. the student needs special education, that is specially designed instruction and related services;~~

In addition, the information from the evaluation can be used to consider the following:

1. the nature and extent of special education and related services needed by the student in order to participate and progress in the general education curriculum or curriculum aligned to the Idaho Content Standards, or the ~~Idaho Early Learning Standards~~ Idaho Early Learning Guidelines (eGuidelines); and

2. the least restrictive environment (LRE) for the student.

The above information also pertains to evaluations for determining Part B eligibility for children transitioning from the Infant/Toddler Program (ITP).

Section 3. Written Notice and Consent for Assessment

Written notice shall be provided and informed consent shall be obtained before assessments are administered to a student as part of an evaluation.

A. Written Notice Requirements

Written notice shall be provided to the ~~parent and/or adult student~~ parent/adult student within a reasonable time before the district proposes to initiate the evaluation or re-evaluation of a student. Written notice shall be in words understandable to the general public. It shall be provided in the native language or other mode of communication normally used by a ~~parent and/or adult student~~ parent/adult student unless it is clearly not feasible to do so.

If the native language or other mode of communication is not a written language, the district shall take steps to ensure the following:

1. The notice is translated orally or by other means in the native language or other mode of communication;

2. The ~~parent and/or adult student~~ parent/adult student understands the content of the notice; and

3. There is written evidence that the above two requirements have been met.

The written notice shall include the following:

1. a description of the evaluation or reevaluation proposed or refused by the district;

2. an explanation of why the district proposes to evaluate or reevaluate the student;

3. a description of any other options the district considered and the reasons why those options were rejected;

4. a description of each assessment procedure, test, record, or report that the district used as a basis for the proposed or refused evaluation or reevaluation;

5. a description of any other factors relevant to the evaluation or reevaluation;

6. a statement that the ~~parent and/or adult student~~ parent/adult student has special education rights and how to obtain a copy of the *Procedural Safeguards Notice* (Note: If this is the initial evaluation, the parents should get a copy of the procedural safeguards with the initial notice of the special education evaluation); and

7. sources for parents to contact in obtaining assistance in understanding the *Procedural Safeguards Notice.*

Written notice shall be provided to the ~~parent and/or adult student~~ parent/adult student within a reasonable time in the following instances:

1. to conduct any additional assessments and review initial information ~~for~~ as part of the initial evaluation or reevaluation;

2. to explain refusal to initiate assessment; and

3. when the evaluation team determines that additional assessments are not required

See Chapter 11 for more information on written notice.

B. Consent Requirements

1. Definition of Consent: Consent means that the ~~parent and/or adult student~~ parent/adult student:

   a. has been fully informed in his or her native language or other mode of communication of all information relevant to the assessment for which consent is sought;

b. understands and agrees in writing (as indicated by signature) to the activities described; and

c. understands that granting of consent is voluntary ~~on the part of the parent~~. A ~~parent and/or adult student has provided consent shall understand that granting consent is voluntary~~ and may be revoked in writing at any time *before* the assessment is completed. However, once the assessment has been completed, revocation of consent cannot be used to have the assessment disregarded.

2. Consent for initial evaluation

~~1.~~

a. Informed written consent shall be obtained from the ~~parent and/or adult student~~ parent/adult student before the district conducts assessments as a part of an initial evaluation of the student to determine if he or she qualifies as a child with a disability;

~~2.~~

b. Parental consent for initial evaluation should not be construed as consent for initial provision of special education and related services;

~~3.~~

c. The school district shall make reasonable documented efforts to obtain the informed consent from the parent for an initial evaluation to determine whether the child has a disability and to identify the educational needs of the child. If a parent refuses consent, the district does not violate its obligation to provide FAPE if it declines to pursue the evaluation. If the parent does not provide consent, the district may offer an SDE facilitated meeting, mediation, or request a due process hearing to challenge the decision.

~~4.~~

d. If the child is a ward of the State and is not residing with the child's parent, the district is not required to obtain informed consent from the parent for an initial evaluation to determine eligibility if~~,~~:

~~a.~~

1) despite reasonable efforts to do so, the district cannot locate the parent;

~~b.~~

2) the rights of the parents of the child have been terminated in accordance with Idaho law; or

~~c.~~

3) the rights of the parent to make educational decisions have been subrogated by a judge in accordance with Idaho law and consent for initial evaluation has been given by an individual appointed by the judge to represent the child.

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e. If a district is using any data gathered during general education interventions for a student suspected of being a student with a disability, and that data may be used for a later eligibility determination, the district shall promptly request consent to evaluate the student.

C. Consent ~~and/or Written Notice~~ for Reevaluation

1. Written consent shall be sought for reevaluation that requires new assessments. Reevaluation consisting solely of review of existing data does not require~~s~~ written notice.

2. Informed parental consent for a reevaluation need not be obtained if the public agency can demonstrate through documentation that it made reasonable efforts to obtain consent and the child's parent has failed to respond.

~~C~~
D. When Consent Is Not Required

Parental consent is *not* required for:

1. the review of existing data as part of an evaluation or reevaluation;

2. the administration of a test or other assessment that is administered to all students, unless consent is required of parents of all students;

3. teacher or related service provider observations, ongoing classroom evaluations, or criterion-referenced tests that are used to determine the student's progress toward achieving goals on the IEP; and

4. screening by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation, which may include group or individual curriculum-based or norm-referenced measures.

~~D~~
E. Refusing Consent or Failure to Respond to a Request for Consent

1. The ~~parent and/or adult student~~ parent/adult student can refuse consent for ~~general areas of~~ assessment(s)~~, for specific procedures, or for assessment altogether~~.

2. For an initial evaluation, if consent is refused or the ~~parent and/or adult student~~ parent/adult student fails to respond, the student cannot be assessed. However, the district may request SDE facilitation, mediation, or a due process hearing. If the mediation results in consent to assess, or if a hearing officer's decision indicates that assessment is appropriate and there is no appeal, then the student may be assessed. However, the district does not violate its obligations to provide FAPE if it declines to pursue the evaluation. ~~In such case, the district shall maintain documentation of its~~

~~attempts to get consent from the parent~~. ~~*The district shall not initiate initial provision of services without written consent from the parent and shall not pursue due process for initial provision of services.*~~ Consent for the initial evaluation shall not be construed as consent for the initial provision of special education services should the student be deemed eligible.

3. If a parent of a child who is homeschooled or placed in a private school by the parents at their own expense does not provide consent for initial evaluation or reevaluation, or the parent fails to respond to a request to provide consent, the district may not use SDE mediation or due process procedures in order to gain consent and the district is not required to consider the child eligible for services.

Note: A district shall not use a parent's refusal for consent to one service or activity to deny the parent or student any other service, benefit, or activity.

See Chapter 11 for more information on consent and reasonable efforts.

~~E~~

F. Timeline

The time between receiving written consent for initial assessment and ~~implementing the IEP~~ eligibility determination cannot exceed sixty (60) calendar days, excluding periods when regular school is not in session for five (5) or more consecutive school days. The time between eligibility determination and the development ~~and implementation~~ of the IEP cannot exceed thirty (30) calendar days. The implementation of the IEP shall not exceed thirty (30) calendar days from the eligibility determination, unless all parties agree to an extension. For children transferring from ITP, eligibility shall be determined and an IEP developed by the child's third birthday. If a child turns three during the summer, and the child does not require Extended School Year (ESY) services, special education and related services may begin in the new school year.

In unusual circumstances, all parties may agree in writing to an extension of the sixty (60) day period for the purpose of initial assessment. These circumstances may include the following:

1. The child enrolls in a school in another school district after the sixty (60) day timeline began and prior to the determination by the child's eligibility in the previous school district. If the new school district is making sufficient progress in determining eligibility, the parent and district may agree to a different timeline.

2. The parent repeatedly fails or refuses to produce the student for an evaluation after the district has made reasonable efforts to schedule an evaluation.

Section 4. Information from Other Agencies or Districts

Consent for release of information shall be received before the district seeks to obtain information about the student from other agencies, unless otherwise authorized by law. Upon receipt of consent, the case manager will send letters requesting information to individuals or agencies that have relevant information about the student. A copy of the signed consent form for release of information shall be included with the letters and a copy shall be retained in the student's confidential file. Sources of this additional information may include records from health and social service agencies, private preschool programs, legal service agencies, and non-school professionals such as physicians, social workers, and psychologists.

Federal laws and regulations do not require consent for the district to:

1. request information from other districts that the student has attended; or

2. send information to other districts in which the student intends to enroll.

For children transferring from the ITP, eligibility shall be determined and the IEP developed by the date that the child turns three (3) years of age. See Chapter 5 and Appendix 5B for additional information on collaboration with the ITP throughout the transition process.

Section 5. Evaluation and Eligibility Determination Procedures

A. Areas to Assess

The student shall be assessed in all areas related to the suspected disability, which includes areas such as functional, developmental, and academic skills needed to participate and progress in the general education curriculum. If needed, qualified personnel shall conduct an individual assessment of assistive technology needs, including a functional evaluation in the individual's customary environment. The evaluation of each student ~~with~~ suspected to be a student with a disability shall be full and individualized and sufficiently comprehensive to identify all of the student's suspected special education and related service needs whether or not commonly linked to the disability category in which the student may be classified. For youth with IEPs, no later than age sixteen (16), ~~above,~~ ~~If secondary transition services are needed,~~ appropriate transition assessments shall be conducted. Beginning with the IEP to be in effect when a student is sixteen (16) years old (or younger if determined appropriate by the IEP team), appropriate transition assessments shall be conducted.

Evaluation teams shall be especially mindful of cultural and linguistic differences during the evaluation and eligibility process. Caution is advised in the selection of informal or formal assessments that are nonbiased, administration of assessments, interpretation, and application of

outcomes in order to appropriately identify culturally or linguistically diverse students for special education services.

See Appendix 4 for more guidance on determining eligibility for culturally and linguistically diverse students.

B. Determination of Needed Initial or Reevaluation Data

As part of an initial evaluation or reevaluation, the evaluation team shall ~~will~~ review existing evaluation data regarding the student including: ~~depending on the student's suspected disability and other relevant factors including:~~

1. assessments and information provided by the ~~parent and/or adult student~~ parent/adult student concerning the student;

2. current classroom-based assessments and observations, and/or data regarding the student's response to scientific research-based interventions;

3. observations by teachers and related service providers; and

4. results from statewide and district wide testing.

Based on that review, and input from the ~~parent and/or adult student~~ parent/adult student, the evaluation team will decide on a case-by-case basis what additional data, if any, are needed to determine:

1. whether the student meets eligibility criteria for special education;

2. the student's present levels of academic and functional performance, including academic achievement and related developmental needs of the student;

3. whether the student needs specially designed instruction ~~education and related services~~; or

4. whether any additions to the special education and related services are needed to enable the student to:

    a. meet the measurable annual goals set out in the student's IEP; and

    b. be involved in and progress in the general education curriculum (or ~~participate, as appropriate, in the general education curriculum~~ (for preschool students, to participate in appropriate activities).

If the evaluation team determines additional assessments are not required for the purpose of determining whether the student meets eligibility criteria during an initial evaluation or a reevaluation, the district shall provide written notice to the ~~parent and/or adult student~~ parent/adult student of the decision and the reasons for that decision. The ~~parent and/or adult student~~ parent/adult student shall also be informed of his or her right to request assessments to determine eligibility and to determine the child's educational needs. The district will provide written notice if a parental request for additional assessment is denied.

C. Assessment Procedures and Instruments

The district shall ensure the evaluation or reevaluation meets the following requirements:

1. The child shall be assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, motor abilities, and transition needs.

2. Assessments and other materials shall be selected and administered so as not to be discriminatory on a racial or cultural basis.

3. Assessments and other materials shall be provided and administered in the student's native language, and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally and functionally unless it is not feasible to provide or administer ~~do so~~. Attempts to provide a qualified examiner in the student's native language or mode of communication shall be documented.

   In all direct contact with a student, the language normally used by the student in the home or learning environment shall be used. For an individual with deafness or blindness, or for an individual with no written language, the mode of communication is that which is normally used by the individual (e.g., sign language, Braille, or oral communication).

4. Materials used to assess a student with limited English proficiency shall be selected and administered to ensure that they measure the extent to which the student has a disability and needs special education, rather than solely measuring the student's English language skills. (See Appendix 4C for further information.)

5. A variety of assessment tools and strategies shall be used to gather relevant academic,~~,~~ developmental and functional information about the student, including information provided by the ~~parent and/or adult student~~ parent/adult student and information related to enabling the student to be involved in and progress in the general education curriculum (or, for a preschooler, to participate in appropriate activities).

6. Assessments are used for the purposes for which the assessments or measures are valid and reliable.

7. Assessments shall be administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the tests.

8. Assessments and other evaluation materials shall include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient or standard score.

9. Assessments shall be selected and administered to ensure that if a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (unless those are the factors that the test purports to measure).

10. No single measure or assessment may be used as the sole criterion for determining whether a student is a student with a disability and for determining an appropriate educational program for the student.

11. The district shall use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors.

12. The district shall provide and use assessment tools and strategies that produce relevant information that directly assists persons in determining the educational needs of the student.

13. All services and assessments shall be provided at no expense to the ~~parent and/or adult student~~ parent/adult student.

14. Assessments of children with disabilities who transfer from one public agency to another public agency in the same school year are coordinated with the child's prior and subsequent schools to ensure prompt completion of the full evaluation.

15. The evaluation shall be full and individualized and sufficiently comprehensive to identify all of the child's special education and related service needs, whether or not commonly linked to the disability category.

D. Eligibility Determination

1. Upon completion of the student's initial evaluation or reevaluation, the evaluation team will consider the findings and determine whether the student meets or continues

to meet eligibility criteria found in Section 7 of this chapter. The evaluation team will draw upon information from a variety of sources, such as ~~including aptitude and achievement~~ norm-referenced, standardized tests, ~~parent and/or adult student~~ parent/adult student input, teacher input, physical condition, social or cultural background, adaptive behavior, and functional assessments to interpret evaluation data and determine eligibility.

2. Special Rule for Eligibility Determination

A student cannot be identified as a student with a disability if the primary reason for such a decision is:

~~1.~~

a. lack of appropriate instruction in reading, including the essential components of reading instruction as defined by the Elementary and Secondary Education Act—phonemic awareness, phonics, vocabulary development, reading fluency, including oral reading skills and reading comprehension strategies,

~~2.~~

b. lack of appropriate instruction in math, or

~~3.~~

c. Limited English Proficiency.

~~Related Services:~~

3. Related Services

Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education. An IEP team may determine that a student found eligible for special education has a need for a related service. However, if a student with a disability needs only a related service and not special education, then the student is not eligible for the related service, unless it is considered to be special education under State standards, as in the case of speech therapy and language therapy.

E. The Eligibility Report

The evaluation team shall prepare an Eligibility Report and provide a copy of the report to the ~~parent and/or adult student~~ parent/adult student.

The Eligibility Report shall include:

1. names and positions of all evaluation team members;

2. information regarding the student's need for specially designed instruction (special education and related services);

3. confirmation and supporting data that the disability is not primarily due to lack of appropriate instruction in reading, including the essential components of reading — phonemic awareness, phonics, vocabulary development, reading fluency, including oral reading skills and reading comprehension strategies or math;

4. information about how the student's disability adversely affects his or her educational performance;

5. all data on the student as required in the State Eligibility Criteria for the area of suspected disability;

6. confirmation and supporting data that the student's learning difficulties ~~disability~~ are not primarily due to Limited English Proficiency;

7. the date of the eligibility determination;

8. the name and position of all those administering assessments~~.~~; and

9. in ~~In~~ the case of Specific Learning Disability eligibility determination, certification in writing that the report reflects each member's conclusions (agreement), and in the case of team member disagreement with the conclusions, a written statement shall be attached to the eligibility report presenting the dissenting team member's conclusions~~.~~

Section 6. Reevaluation and Continuing Eligibility

A. Reevaluation Requirements

The district shall ensure that an individual reevaluation of each student with a disability is conducted in accordance with all the required evaluation procedures outlined in this chapter.

A reevaluation:

1. shall occur at least once every three (3) years unless the ~~parent and/or adult student~~ parent/adult student and the district agree in writing that a three ~~3~~-year reevaluation is not necessary. However, an updated Eligibility Report, documenting all eligibility criteria, shall be completed by the reevaluation due date to establish and document continuing eligibility;

2. a reevaluation is not required more than once per year unless the ~~parent and/or adult student~~ parent/adult student and the district agree otherwise. If the parent makes a request within the year and the district does not agree, the district shall send written notice of refusal.

The district shall ensure a reevaluation is conducted more frequently than every three (3) years if:

1. it is determined that the education or related service needs, including academic achievement and functional performance, of the student warrants a reevaluation; or

2. if the ~~parent and/or adult student~~ parent/adult student or the student's teacher requests a reevaluation.

B. Reevaluation Prior to Discontinuation

1. The district shall evaluate a student with a disability before the team determines ~~determining~~ that the student is no longer eligible for special education.

2. Reevaluation is not required in the following two circumstances:

   a. before the termination of a child's eligibility due to graduation, if the student meets comparable academic requirements that are equally as rigorous as those required of nondisabled students and receives a regular diploma;

   b. the student has reached the end of the semester in which he or she turns 21 years of age.

Note: Although a reevaluation is not required in these two cases, the district shall provide the student with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the student in meeting his or her post school goals.

C. Informing the Parent ~~and~~/~~or~~ Adult Student

Approximately one month before the reevaluation is due, contact shall be made with the ~~parent and/or adult student~~ parent/adult student informing him or her that:

1. the reevaluation will be scheduled within the month, unless the district and ~~parent and/or adult student~~ parent/adult student agree it is unnecessary; and

2. input will be sought from the ~~parent and/or adult student~~ parent/adult student~~; and~~.

3. ~~the reevaluation process may be accomplished without a meeting, although the parent and/or adult student has the option of requesting a meeting.~~

Note: The IDEA allows the process of reviewing existing data and determining what, if any, additional, assessments are required without a meeting.

D. Nature and Extent of Reevaluation

Before any reassessment of the student, the evaluation team will determine the nature and extent of the student's needs by reviewing existing data. See Section 5 of this chapter for more information regarding the determination of needed data.

1. No Additional Information Needed

    a. If the evaluation team decides that no additional assessments are needed to determine whether the student continues to be eligible for special education services ~~be a student with a disability~~, the district shall provide written notice to the ~~parent and/or adult student~~ parent/adult student of his or her right to request further assessment. ~~to determine whether the student continues to have a disability for the purpose of services under the IDEA 2004.~~

    b. If the ~~parent and/or adult student~~ parent/adult student requests an additional assessment to determine whether the student continues ~~to have a disability~~ meet criteria for special education services under the IDEA ~~2004~~, then the district shall conduct the assessment.

    c. If the ~~parent and/or adult student~~ parent/adult student requests an additional assessment for reasons other than eligibility, such as admission to college, then the district shall consider the request and provide written notice of its decision.

2. Additional Assessments Needed

    Based on recommendations from the evaluation team, the district will seek consent to administer the needed assessments and provide the ~~parent and/or adult student~~ parent/adult student with written notice ~~information~~ regarding proposed assessments. If the ~~parent and/or adult student~~ parent/adult student fails to respond after the district has taken reasonable measures to obtain consent for assessments as part of a reevaluation, the district may proceed with the assessments. The district shall maintain documentation of its measures to seek consent. See section 3B of this chapter for a definition of reasonable measures.

    If the ~~parent and/or adult student~~ parent/adult student denies consent to reassess, the student cannot be assessed. However, the district may request SDE mediation or a due process hearing. If the mediation results in consent to assess, or if a hearing officer's decision indicates the assessment is appropriate and there is no appeal, then

the student may be assessed. All reevaluation procedures shall be provided at no cost to the ~~parent and/or adult student~~ parent/adult student.

E. Eligibility Report for Reevaluations

The evaluation team will consider evaluation findings and determine whether the student continues to ~~have a disability~~ meet criteria for special education services.

~~This space intentionally left blank.~~

The evaluation team is required to prepare an Eligibility Report detailing how review of existing data demonstrates that the student continues to meet eligibility requirements even if no new assessments were conducted. The report shall address each required eligibility component and include results of previous assessments if they are being used to determine eligibility. Refer to Section 5 of this chapter for *I* requirements.

Section 7. State Eligibility Criteria

The district will use the eligibility criteria and assessment procedures set forth by the SDE for placement in special education. This section contains a definition and the eligibility criteria for each specific disability that shall be used to determine whether an individual qualifies as a student with a disability in need of special education.

All disabilities except Specific Learning Disability (SLD) and Developmental Delay (DD) are applicable for students three (3) through twenty-one (21) years of age. For Specific Learning Disability, students must be legal kindergarten age through twenty-one (21) years. Only students ages three (3) through nine (9) can be identified in the Developmental Delay (DD) category. Use of the DD category is optional for the district. If the district elects to use the DD category, it applies only to students from age ~~will use the~~ three (3) ~~through 9~~ up until their tenth (10th) birthday ~~age range~~, ~~and~~ in addition to the criteria outlined in this chapter.

A. Three-Prong Test of Eligibility

To demonstrate eligibility for special education services all three of the following criteria shall be met and documented. This is often called the three-prong test for eligibility.

The Eligibility Report shall document each of the following three criteria:

1. ~~the eligibility requirements established by the state for a specific disability are met~~ the student has a disability according to the established Idaho criteria;

2. ~~the disability must have an adverse impact on the student's education, **and**~~ the student's condition adversely affects ~~academic~~ educational performance; and

3. ~~the student must need special education in order to benefit from his or her education~~ the student needs ~~special education, that is,~~ specially designed instruction ~~and related services~~;

Meets State Eligibility Requirements: The state eligibility requirements for specific disabilities are listed in this chapter.

~~Experiences Adverse Effect on Educational Performance: The term "adverse effect on educational performance" is broad in scope. An adverse effect is a harmful or unfavorable influence. Educational performance includes both academic areas (reading, math, communication, etc.) and nonacademic areas (daily life activities, mobility, pre-vocational and vocational skills, social adaptation, self-help skills, etc.). Consideration of all facets of the student's condition that adversely affect educational performance involves determining any harmful or unfavorable influences that the disability has on the student's academic or daily life activities.~~

Adverse Impact: A determination made by the evaluation team that the student's progress is impeded by the disability to the extent that the student's educational performance measures significantly and consistently below the level of similar age peers preventing the student from benefiting from general education. Educational performance refers the student's performance in academic achievement, developmental and or functional skills. The phrases "adverse impact" and "adverse effect" are used interchangeably in this Manual and have the same meaning.

Needs ~~Special Education~~ Specially Designed Instruction: Special education is specially designed instruction, provided at no cost to the parents, to meet the unique needs of a student with a disability. Specially designed instruction means adapted, as appropriate to meet the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability and to ensure access of the child to the general curriculum so that he or she can meet Idaho Content Standards that apply to all students.

B. Disability Categories

1. Autism Spectrum Disorder

Definition: An Autism Spectrum Disorder is a developmental disability, generally evident ~~before age 3~~ in the early developmental period, significantly affecting verbal ~~and~~ or nonverbal communication and social interaction, and adversely affecting educational performance~~-~~. ~~A student who manifests the characteristics of autism after age 3 could be diagnosed as having autism~~.

~~1.~~

a. Persistent deficits in social communication and social interaction across multiple contexts, currently or by history:

~~2~~

b. Symptoms must be present in the early developmental period, but may not become fully manifest until social demands exceed limited capacities, or may be masked by learned strategies in later life.

~~3.~~

c. Other characteristics often associated with autism include, but are not limited to, engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and ~~unusual responses~~ hyper- or hypo-reactivity to sensory ~~experiences~~ input.

~~4.~~

d. Characteristics vary from mild to severe as well as in the number of symptoms present and are not primarily the result of intellectual disability, developmental delay, or an emotional disturbance. ~~Diagnoses may include, but are not limited to, the following autism spectrum disorders: Childhood Disintegrative Disorder, Autistic Disorder, Asperger's Syndrome, or Pervasive Developmental Disorder: Not Otherwise Specified (PDD:NOS).~~

State Eligibility Criteria for Autism: An evaluation team will determine that a student is eligible for special education services as a student with autism when all of the following criteria are met:

~~1.~~

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted;

~~2.~~

b. The student has a developmental disability, generally evident ~~before age 3~~ in the early developmental period that significantly affects social communication and social interaction~~.~~ ~~communication and social interaction~~;

~~3.~~

c. The student ~~is diagnosed as having a disorder in the~~ must meet the disability definition (above) of an autism spectrum disorder as determined by an evaluation team to include a school psychologist and a speech-language pathologist; ~~or diagnosed in a clinical setting by a psychiatrist, a physician, or a licensed psychologist;~~ A team must consider a private evaluation or diagnosis provided by a parent from a psychiatrist, a physician or a licensed psychologist as meeting the definition of autism spectrum disorder.

~~4.~~

d. The student's condition adversely affects educational performance;

~~5.~~

e. The student needs specially ~~education~~ designed instruction.

See Appendix 4A for additional information on determining eligibility for Autism Spectrum Disorders.

~~**B. *Cognitive Impairment***~~

2. Intellectual Disability

Definition: ~~Cognitive impairment~~ Intellectual Disability is defined as significantly sub-average intellectual functioning that exists concurrently with deficits in adaptive behavior. These deficits are manifested during the student's developmental period, and adversely affect the student's educational performance.

State Eligibility Criteria for ~~Cognitive Impairment~~ **Intellectual Disability**: An evaluation team will determine that a student is eligible for special education services as a student with an intellectual disability ~~cognitive impairment~~ when all of the following criteria are met:

~~1.~~

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

~~2.~~

b. The student has a full-scale intelligence standard score (IQ) at or below 70, plus or minus the standard error of measurement (at the 95 percent confidence level) of the test being used, ~~. This determination is made~~ based on an assessment by a ~~qualified~~ licensed psychologist or certified school psychologist using an individually administered intelligence test.

~~3.~~

c. The student exhibits concurrent deficits in adaptive functioning unexpected for his or her age in at least two of the following areas: communication, self-care, home living, social/interpersonal skills, use of community resources, self-direction, functional academic skills, work, leisure, health, or safety.

~~4.~~

d. The student's condition adversely affects educational performance.

~~5.~~

e. The student needs specially designed instruction ~~special education~~.

Caution is advised when assessing students with cultural and language issues to prevent inappropriate identification of these students as having a ~~cognitive impairment~~ intellectual disability. When determining eligibility, tests measuring intellectual ability shall be used with care; that is, only those tests designed and normed for the population being tested may be used. Tests measuring intellectual ability that are translated into another language by the examiner or an interpreter yield invalid test results and shall not be used. ~~Evaluation teams shall consider using nonverbal tests of intellectual ability when the student is culturally or linguistically diverse.~~

~~**C.**~~

3. Deaf-Blindness

Definition: A student with deaf-blindness demonstrates both hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that the student cannot be appropriately educated with special education services designed solely for students with deafness or blindness.

State Eligibility Criteria for Deaf-Blindness: An evaluation team will determine that a student is eligible for special education services as a student with deaf-blindness when all of the following criteria are met:

~~1.~~

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

~~2.~~

b. The student exhibits simultaneous hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that the student cannot be accommodated with special education services designed solely for students with deafness or blindness.

~~3.~~

c. The student is diagnosed by an optometrist or ophthalmologist for vision loss and by an otologist, audiologist, or physician for hearing loss to make a final diagnosis as deaf-blindness.

~~4.~~

d. The student's condition adversely affects educational performance.

~~5.~~

e. The student needs specially designed instruction ~~education~~.

~~**D.**~~

4. Deafness

Definition: Deafness is a type of hearing ~~impairment~~ loss that adversely affects educational performance and is so severe that with or without amplification the student is limited in processing linguistic information through hearing.

State Eligibility Criteria for Deafness: An evaluation team will determine that a student is eligible for special education services as a student who is deaf when all of the following criteria are met:

~~1.~~

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

~~2.~~

b. The student exhibits a severe hearing ~~impairment~~ loss that hinders his or her ability to process linguistic information through hearing, with or without amplification.

~~3.~~

c. The student has been diagnosed by an ~~otologist~~, audiologist~~, or physician~~ as deaf.

~~4.~~

d. The student's condition adversely affects educational performance.

~~5.~~

e. The student needs specially designed instruction ~~education~~.

~~**E.**~~

5. Developmental Delay

Definition: The term developmental delay may be used only for students ages three (3) ~~through 9~~ until their tenth (10th) birthday who are experiencing developmental delays as measured by appropriate diagnostic instruments and procedures in one or more of the following areas:

~~1.~~

a. cognitive development – includes skills involving perceptual discrimination, memory, reasoning, academic skills, and conceptual development;

~~2.~~

b. physical development – includes skills involving coordination of both the large and small muscles of the body (i.e., gross, fine, and perceptual motor skills);

~~3.~~

c. communication development – includes skills involving expressive and receptive communication abilities, both verbal and nonverbal;

~~4.~~

d. social or emotional development – includes skills involving meaningful social interactions with adults and other children including self-expression and coping skills; or

~~5.~~

e. adaptive development – includes daily living skills (e.g., eating, dressing, and toileting) as well as skills involving attention and personal responsibility.

The category of developmental delay should not be used when the student clearly meets the eligibility criteria for another specific disability category.

A student cannot qualify for special education services under developmental delay beyond his or her tenth (10th) birthday unless he or she has been determined to be eligible as having a disability other than developmental delay.

State Eligibility Criteria for Developmental Delay: An evaluation team may determine that a student is eligible for special education services as a student with a developmental delay when all of the following criteria are met:

~~1.~~

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

~~2.~~

b. The student is at least three (3) years of age but less than ten (10) years of age.

~~3.~~

c. The student has developmental and/or learning problems that are not primarily the result of limited English proficiency, cultural difference, environmental disadvantage, or economic disadvantage.

~~4.~~

d. The student meets either of the following two criteria, in one or more of the broad developmental areas listed below.

Criteria:

~~a.~~

1) The student functions at least 2.0 standard deviations below the mean in one broad developmental area (30 percent delay in age equivalency, or functions at or below the 3rd percentile).

~~b.~~

2) The student functions at least 1.5 standard deviations below the mean in two or more broad developmental areas (25 percent delay in age equivalency, or functions at or below the 7th percentile).

Broad Developmental Areas:

~~a.~~

1) cognitive skills (e.g., perceptual discrimination, memory, reasoning, pre-academic, and conceptual development);

~~b.~~

2) physical skills (i.e., fine, gross, and perceptual motor skills);

~~c.~~

3) communication skills (i.e., including verbal and nonverbal, and receptive and expressive);

~~d.~~

4) social or emotional skills; or

~~e.~~

5) adaptive skills, including self-help skills.

~~5.~~

e. The student's condition adversely affects educational performance.

~~6.~~

f. The student needs specially designed instruction. ~~education~~.

~~F.~~

6. Emotional Disturbance

Definition: A student with an emotional disturbance ~~has a condition exhibiting~~ exhibits one or more of the following characteristics over a long period of time, and to a marked degree, that adversely affects his or her educational performance:

~~1.~~

a. an inability to learn that ~~cannot be explained by~~ is not primarily the result of intellectual disability; hearing, vision, or motor impairment, ~~sensory,~~ ;or other health ~~factors~~ impairment;

~~2.~~

b. an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

~~3.~~

c. inappropriate types of behavior or feelings under normal circumstances;

~~4.~~

d. a general pervasive mood of unhappiness or depression; or

~~5.~~

e. a tendency to develop physical symptoms or fears associated with personal or school problems.

~~6.~~

f. Schizophrenia

The term *does not* include students who are socially maladjusted unless it is determined they have an emotional disturbance. ~~The term emotional disturbance *does* include students who are diagnosed with schizophrenia~~.

State Eligibility Criteria for Emotional Disturbance: An evaluation team will determine that a student is eligible for special education services as a student with emotional disturbance when all of the following criteria are met:

~~1.~~

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

~~2.~~

b. The student has been documented ~~as having an emotional condition~~ exhibiting characteristics consistent with the criteria (a-f in this section) ~~in this chapter~~ by one or more of the following: school psychologist, licensed psychologist, psychiatrist, physician, or certified social worker.

~~3.~~

c. The student has been observed exhibiting one or more of the ~~five~~ six (6) behavioral or emotional characteristics listed in the definition of emotional – behavioral disability ~~disturbance~~.

~~4.~~

d. The characteristic(s) has been observed:

~~a.~~

1) for a long period of time (at least 6 months); and

~~b.~~

2) by more than one knowledgeable observer; and

~~c.~~

3) in more than one setting; and

~~d.~~

4) at a level of frequency, duration, and/or intensity that is significantly different from other students' behavior in the same or similar circumstances.

~~5.~~

e. The student's condition adversely affects educational performance in the area of academics, peer and teacher interaction, participation in class activities, and/or classroom conduct.

~~6.~~

f. The student needs ~~special education~~ specially designed instruction.

See Appendix 4A for additional information on determining eligibility for Emotional Disturbance.

~~G.~~

7. Other Health Impairment (OHI)

Definition: A student classified as having ~~a~~ Other Health Impairment ~~health impairment~~ exhibits limited strength, vitality, or alertness, including heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment that is due to chronic or acute health problems. These health problems may include, but are not limited to, asthma, attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), cancer, diabetes, epilepsy, Fetal Alcohol Syndrome, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, Tourette syndrome, and stroke to such a degree that it adversely affects the student's educational performance.

A student with ADD/ADHD may also be eligible under another category (generally specific learning disability or emotional disturbance) if he or she meets the criteria for that other category and needs special education and related services. All students with a diagnosis of ADD/ADHD are not necessarily eligible to receive special education under the IDEA ~~2004~~, just as all students who have one of the other conditions listed under other health impairment are not necessarily eligible, unless it is determined to adversely affect educational performance and require specially designed instruction ~~special education~~.

State Eligibility Criteria for Other Health Impairment: An evaluation team will determine that a student is eligible for special education services as a student with ~~a~~ an Other Health Impairment when all of the following criteria are met:

~~1.~~

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

~~2.~~

b. The student exhibits limited strength, vitality, or alertness, including heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment that is due to chronic or acute health problems.

~~3.~~

c. The student has been diagnosed by a physician with a condition consistent with ~~as having~~ ~~a~~ an Other Health ~~impairment~~ Impairment described above. In the case of ADD/ADHD, an educational determination may be provided by a school psychologist. Diagnosis from ~~or~~ a licensed psychologist or other diagnostician must be considered by the evaluation team.

~~4.~~

d. The student's condition adversely affects educational performance.

~~5.~~

e. The student needs specially designed instruction. ~~education~~.

~~**H.**~~

8. Hearing Impairment

Definition: The IDEA disability category of ~~A~~ hearing impairment ~~is~~ describes a permanent or fluctuating hearing loss that adversely affects a student's educational performance but is not included under the category of deafness.

State Eligibility Criteria for Hearing Impairment: An evaluation team will determine that a student is eligible for special education services as a student with a hearing impairment when all of the following criteria are met:

~~1.~~

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

~~2.~~

b. The student does not qualify as deaf.

~~3.~~

c. The student is diagnosed by an otologist, audiologist or physician as having ~~a~~ substantial hearing loss ~~impairment~~.

~~4.~~

d. The student's condition adversely affects educational performance.

~~5.~~

e. The student needs specially designed instruction ~~education~~.

~~**I.**~~

9. Specific Learning Disability

~~**I. Federal IDEA 2004**~~

Definition: Specific Learning Disability (SLD) means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write,

spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

Specific Learning Disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of ~~cognitive impairment~~ intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

Only a school-aged child ~~children within the age range of legal Kindergarten to age twenty-one (21) years~~ may be identified as a student with a specific learning disability.

~~**II.**~~

State Eligibility Criteria for Specific Learning Disability*:* In determining whether a child has an SLD, the child must meet at a minimum, the following criteria:

a. The student does not make sufficient progress in response to effective, evidence-based instruction and intervention for the child's age or to meet state-approved grade-level standards when provided with learning experiences and instruction appropriate for the child's age or State approved grade level standards in one or more of the following areas:

   1) Oral expression;
   2) Listening comprehension;
   3) Written expression;
   4) Basic reading skills;
   5) Reading comprehension;
   6) Reading fluency
   7) Mathematics calculation; or
   8) Mathematics problem solving.

AND

b. The student demonstrates low achievement in the area(s) of suspected disability listed above as evidenced by a norm-referenced, standardized achievement assessment. For culturally and linguistically diverse students, the preponderance of evidence must indicate low achievement.

AND

c. The student demonstrates a pattern of strengths and weaknesses in psychological processing skills that impact learning.

AND

d. The student's lack of achievement is ***not*** primarily the result of:

1) A visual, hearing, or motor impairment;
2) Intellectual disability ~~Cognitive impairment~~
3) Emotional disturbance
4) Environmental, cultural or economic disadvantage
5) Limited English Proficiency
6) A lack of appropriate instruction in reading, including the essential components of reading;
7) A lack of appropriate instruction in math.

AND

e. The disability adversely impacts the student's educational performance and the student requires specially designed instruction.

Evaluation Procedures:

In order to demonstrate the initial eligibility criteria under this category, the following procedures must be followed.

1) The evaluation for determining SLD eligibility and requirements for parent notification and involvement shall be conducted in accordance with the procedures detailed in ~~Section 3,~~ Chapter 4, Section 3, of ~~the~~ this ~~*Idaho Special Education Manual*~~ Manual.

2) The evaluation must address the eligibility criteria as listed in the ~~*Section -2. LD*~~ *SLD Eligibility Criteria* (see above). To meet these criteria, the following information is required:

   i. Evidence of insufficient progress in response to effective, evidence-based instruction and intervention indicates the student's performance level and rate of improvement are significantly below that of grade-level peers. This is documented/demonstrated with the following data:

      a) Data that helps establish that the core curriculum is effective for most students. The most recent whole grade performance data to verify appropriate instruction in the area(s) of concern may include results from the standards-based assessment system. If the referred student belongs to a population of students whose performance is regularly disaggregated, whole grade data for the disaggregated group should also be reviewed and considered.

b) Information documenting that prior to, or as part of, the referral process, the student was provided appropriate instruction in general education settings. Appropriate instruction includes consideration of both child specific information and whole grade performance data. Child specific data regarding appropriate instruction may include: (1) verification that core (universal) instruction was provided regularly; (2) data indicating that the student attended school regularly to receive instruction; (3) verification that core instruction was delivered according to its design and methodology by qualified personnel; and (4) verification that differentiated instruction in the core curriculum was provided.

c) Data-based documentation of student progress during instruction and intervention using standardized, norm-referenced progress monitoring measures in the area of disability.

d) A record of an observation of the student's academic performance and behavior in the child's learning environment (including the general classroom setting) has been conducted by an evaluation team member other than the student's general education teacher. The purpose of the observation is to document how the areas of concern impact the student's performance in the classroom. The observation should also document the name and title of the observer and the site, date, and duration of the observation. The team must decide to:

1. Use information from an observation in routine classroom instruction and monitoring of the child's performance that was conducted before the child was referred for an evaluation; or~~;~~

2. Have at least one member of the team conduct an observation of the child's academic performance in the educational environment after the child has been referred for an evaluation, and parental consent has been obtained.

AND

ii. Evidence of low achievement in one or more of the suspected

area(s). These include:

a) Oral expression;
b) Listening comprehension;
c) Written expression;
d) Basic reading skills;
e) Reading comprehension;
f) Reading fluency
g) Mathematics calculation; or
h) Mathematics problem solving

This evidence must indicate performance that is significantly below the mean on a cluster, composite, or 2 or more subtest scores of a norm-referenced, standardized, achievement assessment in the specific academic area(s) of suspected disability. There are cases when the use of norm-referenced assessment is not appropriate, for example, students who are culturally and linguistically diverse. Refer to guidance documents regarding procedures on evaluating students who are culturally and linguistically diverse and the use of preponderance of evidence.

AND

iii. Evidence of a pattern of strengths and weaknesses in psychological processing skills that impact learning.

An assessment of psychological processing skills is linked to the failure to achieve adequately in the academic area(s) of suspected disability and must rely on standardized assessments. These assessments must be conducted by a professional who is qualified to administer and interpret the assessment results. The student's performance on a psychological processing assessment demonstrates a pattern of strengths and weaknesses that help explain why and how the student's learning difficulties occur. Such tests may include measures of memory, phonological skills, processing speed as well as other measures which explicitly test psychological processing.

AND

iv. The following criteria must be considered when evaluating the student's low achievement. The team must determine that the student's learning difficulty is ***not*** primarily the result of:

a) a visual, hearing, or motor impairment
b) an intellectual disability ~~Cognitive impairment~~
c) an emotional disturbance
d) environmental or economic disadvantage
e) cultural factors
f) Limited English Proficiency (LEP)

~~This space intentionally left blank.~~

10. Multiple Disabilities

Definition: Multiple disabilities are two or more co-existing severe impairments, one of which usually includes an intellectual disability ~~cognitive impairment~~, such as ~~cognitive impairment~~ intellectual disability/blindness, ~~cognitive impairment~~ intellectual disability /orthopedic, etc. Students with multiple disabilities exhibit impairments that are likely to be life long, significantly interfere with independent functioning, and may necessitate environmental modifications to enable the student to participate in school and society. The term does not include deaf-blindness.

State Eligibility Criteria for Multiple Disabilities: An evaluation team will determine that a student is eligible for special education services as a student with multiple disabilities when all of the following criteria are met:

~~1.~~

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

~~2.~~

b. The student meets eligibility criteria for severe concomitant impairments, the combination of which causes such significant educational problems that the student cannot be accommodated by special education services designed solely for one of the disabilities.

~~3.~~

c. The student meets State Eligibility Criteria as outlined for each disability category.

~~4.~~

d. The student's condition adversely affects educational performance.

~~5.~~

e. The student needs specially designed ~~education~~ instruction.

~~**K.**~~

11. Orthopedic Impairment

Definition: Orthopedic impairment means a severe physical limitation that adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly (clubfoot, or absence of an appendage), an impairment caused by

disease (poliomyelitis, bone tuberculosis, etc.), or an impairment from other causes (cerebral palsy, amputations, and fractures or burns that cause contracture).

State Eligibility Criteria for Orthopedic Impairment: An evaluation team will determine that a student is eligible for special education services as a student with an orthopedic impairment when all of the following criteria are met:

~~1.~~

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

~~2.~~

b. The student exhibits a severe orthopedic impairment. The term includes congenital anomalies, impairments caused by disease, and impairments from other causes that are so severe as to require special education services.

~~3.~~

c. The student has documentation of the condition by a physician or other qualified professional.

~~4.~~

d. The student's condition adversely affects educational performance.

~~5.~~

e. The student needs specially designed ~~education~~ instruction.

~~L.~~

12. Speech or Language Impairment: Language

Definition: A language impairment exists when there is a disorder or delay in the development of comprehension and/or the uses of spoken or written language and/or other symbol systems. The impairment may involve any one or a combination of the following:

~~1.~~

a. the form of language (morphological and syntactic systems);

~~2.~~

b. the content of language (semantic systems); and/or

~~3.~~

c. the function of language in communication (pragmatic systems).

A language disorder does not exist when language differences are due to non-standard English or regional dialect or when the evaluator cannot rule out environmental, cultural, or economic disadvantage as primary factors causing the impairment.

State Eligibility Criteria for Language Impairment: An evaluation team will determine that a student is eligible for special education and related services as a student who has a language impairment when all of the following criteria are met:

~~1.~~

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

~~2.~~

b. At least two procedures, at least one of which yields a standard score, are used to assess receptive language and/or expressive language.

~~3.~~

c. The student has attained scores on a standardized measure that are 1.5 standard deviations or more below the mean, or at or below the 7th percentile, in either receptive or expressive language.

~~4.~~

d. The student's disability adversely affects educational performance.

~~5.~~

e. The student needs specially designed instruction ~~education~~. (Speech/language therapy can be specially designed instruction ~~education~~ or a related service).

Caution is advised when evaluating a student whose native language is other than English. The acquisition of the English language is not to be mistaken as a language impairment.

~~**M.**~~

13. Speech or Language Impairment: Speech

The term speech impairment includes articulation/phonology disorders, voice disorders, or fluency disorders that adversely impact a child's educational performance. The following eligibility criteria and minimum assessment procedures have been established for all three types of speech impairments.

~~**1.**~~

a. Articulation/Phonology Disorder

Definition: Articulation is the ability to speak distinctly and connectedly. Articulation disorders are incorrect productions of speech sounds including omissions, distortions, substitutions, and/or additions that may interfere with intelligibility. Phonology is the process used in our language that has common elements (sound patterns) that affect different sounds. Phonology disorders are errors involving phonemes, sound patterns, and the rules governing their combinations.

~~a.~~

1) An articulation/phonology disorder exists when:

~~(1)~~

i. the disorder is exhibited by omissions, distortions, substitutions, or additions;

~~(2)~~

ii. the articulation interferes with communication and calls attention to itself; and

iii. the disorder adversely affects educational or developmental performance.

~~(3)~~
~~b.~~

2) An articulation/phonology disorder does not exist when:

~~(1)~~

i. errors are temporary in nature or are due to temporary conditions such as dental changes;

~~(2)~~

ii. differences are due to culture, bilingualism or dialect, or from being non-English speaking; or

~~(3)~~

iii. there are delays in developing the ability to articulate only the most difficult blends of sound or consonants within the broad range for the student's age.

State Eligibility Criteria for Articulation/Phonology Disorder: An evaluation team will determine that a student is eligible for special education and related services as a student who has an articulation/phonology disorder (speech impairment) when all of the following criteria are met:

~~a.~~

1) An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

~~b.~~

2) At least two procedures are used to assess the student, one of which yields a standard score.

~~c.~~

3) The student must have a score that is at least 1.5 standard deviations below the mean, or at or below the 7th percentile, on a standardized articulation/phonological assessment, or the speech impairment is judged as moderate on the standardized measure for students ages three (3) through twenty-one (21) years.

~~d.~~

4) The student's disability adversely affects educational performance.

~~e.~~

5) The student needs specially designed instruction ~~education~~. (Speech/language therapy can be specially designed instruction ~~special education~~ or a related service.)

~~2.~~

b. Fluency Disorder

Definition: A fluency disorder consists of stoppages in the flow of speech that is abnormally frequent and/or abnormally long. The stoppages usually take the form of repetitions of sounds, syllables, or single syllable words; prolongations of sounds; or blockages of airflow and/or voicing in speech.

~~a.~~

1) A fluency disorder exists when an abnormal rate of speaking, speech, interruptions, repetitions, prolongations, blockages of airflow and/or voicing interferes with effective communication.

~~b.~~

2) A fluency disorder does not exist when developmental dysfluencies are part of normal speech development and do not interfere with educational or developmental performance.

State Eligibility Criteria for Fluency Disorder: An evaluation team will determine that an individual is eligible for special education and related services as a student who has a fluency disorder (speech impairment) when all of the following criteria are met:

~~a.~~

1) An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

~~b.~~

2) The student has a fluency rating of moderate or severe on the Fluency Communication Rating Scale for student's age 3 through 21 years. See the documents section of this chapter for the Fluency Communication Rating Scale.

~~c.~~

3) The student's disability adversely affects educational performance.

~~d.~~

4) The student needs specially designed instruction ~~education~~. (Speech/language therapy can be a primary ~~special education~~ or a related service.)

~~**3.**~~

c. Voice Disorder

Definition: Voice disorders are the absence or abnormal production of voice quality, pitch, intensity, or resonance. Voice disorders may be the result of a functional or an organic condition.

A student who has a suspected laryngeal-based voice disorder and has not been evaluated by an ear, nose, and throat (ENT) physician ~~(ENT)~~ (otorhinolaryngologist/otolaryngologist) may not receive voice therapy services from a speech-language pathologist.

~~a.~~

1) A voice disorder exists when the vocal characteristics of quality, pitch, intensity, or resonance:

~~1)~~ i. interfere with communication;

~~2)~~ ii. draw unfavorable attention to the speaker;

~~3)~~ iii. adversely affect the speaker or listener; or

~~4)~~ iv. are inappropriate to the age and gender of the speaker.

~~b.~~ 2) A voice disorder does not exist when the vocal characteristics of quality, pitch, intensity, or resonance:

~~1)~~ i. are the result of temporary physical factors such as allergies, colds, or abnormal tonsils or adenoids;

~~2)~~ ii. are the result of regional dialectic or cultural differences or economic disadvantage; or

~~3)~~ iii. do not interfere with educational or developmental performance.

State Eligibility Criteria for Voice Disorder: An evaluation team will determine that a student is eligible for special education and related services as a student who has a voice disorder (speech impairment) when all of the following criteria are met:

~~a.~~ 1) An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

~~b.~~ 2) The student has a voice production rating of moderate or severe on the Voice Rating Scale for students aged 3 through 21 years. See the documents section of this chapter for the Voice Rating Scale.

~~c.~~ 3) An ear, nose, and throat (ENT) physician's (otorhinolaryngologist) statement documents that voice therapy is not contraindicated.

~~d.~~ 4) The student's disability adversely affects educational performance.

~~e.~~ 5) The student needs specially designed instruction ~~education~~. (Speech/language therapy can be a primary ~~special education~~ or a related service.)

See the documents section of this chapter for information on documenting adverse effects on educational performance for students with speech/language disorders.

NOTE: A student may receive speech or language services if he or she under is eligible for special education and needs speech or language services as a related service in order to benefit
from special education without meeting the eligibility criteria for speech and language impairment.

~~N.~~

14. Traumatic Brain Injury

Definition: Traumatic brain injury refers to an acquired injury to the brain caused by an external physical force resulting in a total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas such as cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not apply to congenital or degenerative brain injuries or to brain injuries induced by birth trauma.

State Eligibility Criteria for Traumatic Brain Injury: An evaluation team will determine that a student is eligible for special education services as a student who has a traumatic brain injury when all of the following criteria are met:

~~1.~~

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

~~2.~~

b. The student has an acquired injury to the brain caused by an external physical force resulting in a total or partial functional disability or psychosocial impairment, or both.

~~3.~~

c. The student has documentation of ~~diagnosis by a licensed physician as having~~ a traumatic brain injury.

~~4.~~

d. The student's condition adversely affects educational performance.

~~5.~~

e. The student needs specially designed instruction. ~~education~~.

~~O.~~

15. Visual Impairment Including Blindness

Definition: Visual impairment refers to an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness. Partial sight refers to the ability to use vision as one channel of learning if educational materials are adapted. Blindness refers to the prohibition of vision as a channel of learning, regardless of the adaptation of materials.

State Eligibility Criteria for Visual Impairment: An evaluation team will determine that a student is eligible for special education services as a student with a visual impairment when all of the following criteria are met:

~~1.~~

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

~~2.~~

b. The student has documentation of a visual impairment, not primarily perceptual in nature, resulting in measured acuity of 20/70 or poorer in the better eye with correction, or a visual field restriction of 20 degrees as determined by an optometrist or ophthalmologist.

~~3.~~

c. The student's physical eye condition, even with correction, adversely affects educational performance.

~~4.~~

d. The student needs specially designed instruction ~~education~~.

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~~REGRESSED INTELLIGENCE QUOTIENT SCORES~~

~~**Instructions:**~~

~~A conversion table to regress intelligence quotient (IQ) scores is located on the following pages. The table has 4 columns. Column 1 indicates full-scale IQ scores. Columns 2-4 indicate corresponding correlation scores. Follow the instructions below to determine the regressed IQ score to be used in determining whether the 15-point discrepancy between ability and achievement exists.~~

1. ~~Determine the correlation between the intellectual measure and the achievement measure that was used to assess the student. Correlations are usually stated in the instructor's manual for each test.~~

2. ~~Determine the appropriate column (2, 3, or 4) to use based on the correlation between the two tests. The table provides correlations at .7, .6, and .5. Use .6 if you cannot find the correlation in the instructor's manual or test literature.~~

3. ~~Locate the student's full-scale IQ score on the intellectual measure in column 1 of the table.~~

4. ~~Follow the IQ score across to a correlation score in the appropriate column. That score is the regressed IQ score.~~

5. ~~Subtract the student's actual achievement standard score from the regressed IQ score.~~

~~**Example**:~~

~~If the correlation between the IQ test and the achievement test is .6 and the student's full-scale score is 86, the student's regressed IQ score would be 92.~~

~~Regressed full-scale IQ score~~	~~92~~
~~Minus achievement standard score~~	~~-75~~
~~Equals discrepancy~~	~~17~~

~~Conversion Table to Regress IQ Scores~~

	~~Correlation between full-scale IQ score and achievement scores~~		
~~Full-Scale IQ Score~~	~~7 Correlation~~	~~6 Correlation~~	~~5 Correlation~~
~~150~~	~~135~~	~~130~~	~~125~~
~~149~~	~~134~~	~~129~~	~~125~~
~~148~~	~~134~~	~~129~~	~~124~~
~~147~~	~~133~~	~~128~~	~~124~~
~~146~~	~~132~~	~~128~~	~~123~~
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~~112~~	~~108~~	~~107~~	~~106~~

~~Full-Scale IQ Score~~	~~7 Correlation~~	~~6 Correlation~~	~~5 Correlation~~
~~111~~	~~108~~	~~107~~	~~106~~
~~110~~	~~107~~	~~106~~	~~105~~
~~109~~	~~106~~	~~105~~	~~105~~
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~~73~~	~~81~~	~~84~~	~~87~~
~~72~~	~~80~~	~~83~~	~~86~~
~~71~~	~~80~~	~~83~~	~~86~~
~~70~~	~~79~~	~~82~~	~~85~~

FLUENCY COMMUNICATION RATING SCALE

Student: _____
School: _____ Date: _____

	Nondisabling Condition	Mild	Moderate	Severe
Frequency	Frequency of dysfluent behavior is within normal limits for student's age, gender, and speaking situation and/or less than 1 stuttered word per minute.	Transitory dysfluencies are observed in specific speaking situation(s) and/or 1-2 stuttered words per minute.	Frequent dysfluent behaviors are observed in specific speaking situations(s) and/or 4-10 stuttered words per minute.	Habitual dysfluent behaviors are observed in a majority of speaking situations and/or more than 10 stuttered words per minute.
Descriptive Assessment	Speech flow and time patterning are within normal limits. Developmental dysfluencies may be present.	Rate of speech interferes with intelligibility. Sound, syllable, and/or word repetitions or prolongations are present with no other secondary symptoms. Fluent speech periods predominate.	Rate of speech interferes with intelligibility. Sound, syllable, and/or prolongations are present. Secondary symptoms including blocking, avoidance, and physical concomitants may be observed.	Rate of speech interferes with intelligibility, sound, syllable, and/or word repetitions and/or prolongations are present. Secondary symptoms predominate. Avoidance and frustration behaviors are observed.
Comments:				

VOICE RATING SCALE

Student: _____ School: _____ Date: _____

	Nondisabling Condition	Mild Descriptive	Moderate Descriptive	Severe Wilson Voice Profile Scale
Pitch	Pitch is within normal limits.	There is a noticeable difference in pitch that may be intermittent.	There is a persistent, noticeable inappropriate raising or lowering of pitch for age and gender, or evidence of dysphonia.	+3 Pitch -3 Pitch -2 Pitch +2 Pitch
Intensity	Intensity is within normal limits.	There is a noticeable difference in intensity that may be intermittent.	There is a persistent, noticeable inappropriate increase or decrease in the intensity of speech, or the presence of aphonia.	-3 Intensity +2 Intensity -2 Intensity
Quality	Quality is within normal limits.	There is a noticeable difference in quality that may be intermittent.	There is a persistent, noticeable breathiness, glottal fry, harshness, hoarseness, tenseness, strident, or other abnormal vocal quality.	-2 Laryngeal +3 Laryngeal +2 Laryngeal - 3 Laryngeal
Resonance	Nasality is within normal limits.	There is a noticeable difference in nasality that may be intermittent.	There is a persistent noticeable cul-de-sac, hyper- or hypo-nasality, or mixed nasality.	-2 Resonance +3 Resonance +4 Resonance
Description of Current Physical Condition	No consistent laryngeal pathology; physical factors influencing	Laryngeal pathology may be present. Physical factors indicated in moderate	Probable presence of laryngeal pathology. Physical factors may include nodules, polyps, ulcers, edema,	Physical factors may include: - unilateral or bilateral

	quality, resonance, or pitch, if present at all, are temporary and may include allergies, colds, or abnormal tonsils and adenoids.	and/or severe levels may be present.	partial paralysis of vocal folds, palatal insufficiency, enlarged/insufficient tonsils and/or adenoids, neuromotor involvement, or hearing impairment.	paralysis of vocal folds - larynx-gectomy - psycho-somatic disorders - neuromotor involvement of larynx muscles, i.e., cerebral palsy
Comments:				

DOCUMENTATION OF ADVERSE EFFECTS ON EDUCATIONAL PERFORMANCE FOR STUDENTS WITH SPEECH/LANGUAGE DISORDERS (SLD)

Documentation of adverse effects on educational performance can be gathered from a thorough assessment of communication skills. The assessment shall include student, parent, and teacher input.

Information shall be recorded by the speech-language pathologist (SLP) on the *Eligibility Report* form.

An assessment of a student's ability to communicate, rather than isolated skill assessment, will provide information on how the impairment affects the student overall. The following errors and problems should be considered when determining how the student's ability to communicate may adversely affect educational performance:

1. Sound errors, voice quality, or fluency disorders inhibit the student from reading orally in class, speaking in front of the class, or being understood by teachers, peers, or family members.

2. Sound errors, voice quality, or fluency disorders embarrass the student. Peer relationships suffer as a result, or peers may make fun of the student.

3. Sound errors cause the student to make phonetic errors in spelling or have difficulty in phonics.

4. Grammatical errors create problems with a student's orientation in time.

5. Morphological errors inhibit the student from using or making complete sentences.

6. Semantic problems slow the student's ability to follow directions, give directions, make wants and needs known, make oneself understood, relate information to others, or fully participate in daily living.

Chapter 5

INDIVIDUALIZED EDUCATION PROGRAMS

Chapter Contents

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Chapter 5
Individualized Education Programs

If a student is eligible for special education services, they have met the requirements of eligibility under the IDEA ~~Individuals with Disabilities Education Act of 2004 (IDEA 2004).~~, Eligibility requires a student to meet the following three prongs: 1) the student has ~~Including~~ a disability that meets the criteria;~~,~~ 2) the disability adversely affects the student's educational performance~~,~~; and 3) the student requires specially designed instruction.

Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a student with a disability including instruction conducted in the classroom, the home, hospitals, institutions, and other settings. The definition of special education also includes the following: instruction in physical education, speech/language pathology, travel training, and vocational education.

Specially designed instruction means adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to (1) address the unique needs of the student that result from his or her disability and (2) to ensure access to the general curriculum so that the student can meet the Idaho Content Standards that apply to all students.

The Individualized Education Program (IEP) is a written document that is developed for each eligible student with a disability and documents the specially designed instruction and related services. The IEP is the product of a team collaboration among a ~~parent and/or adult student~~ parent/adult student, district personnel, and other IEP team members who, through full and equal participation, identify the unique needs of a student with a disability and plan the special education services to meet those needs.

In developing each student's IEP, the IEP team shall consider: 1) the strengths of the student; 2) the concerns of the parents for enhancing the education of their child; 3) the results of the initial or most recent evaluation of the student; and 4) the academic achievement, developmental, and functional needs of the student.

- ~~The strengths of the student;~~
- ~~The concerns of the parents for enhancing the education of their child;~~
- ~~The results of the initial or most recent evaluation of the student; and~~
- ~~The academic achievement, developmental, and functional needs of the student.~~

Section 1. IEP Initiation

A. Purpose of Meeting

The primary purpose of an IEP team meeting is to design an IEP that shall meet the unique needs of a student with a disability. The IEP team ~~plans~~ determines the special education and related services reasonably calculated to enable the student to receive educational benefits in the least restrictive environment. The parent/adult student shall be invited to the meeting and ~~in order to~~

participate meaningfully~~, the parent and/or adult student should be informed of his or her role as a team member~~. (Note: transition age students shall be invited to the IEP meeting). The ~~parent and/or adult student, district personnel, and other~~ IEP team members should come prepared to discuss specific information about the student's individual needs and the type of services to be provided to address those needs.

The meeting format should invite open discussion that allows participants to identify and consider all the relevant needs of the student related to ~~their~~ his or her disability and what is necessary to provide access to, participate in, and make progress in the general education curriculum . Placement decisions shall be considered *after* the special education services are determined~~. Placement is based on the IEP services and accommodations~~ and shall not be the determining factor in developing the IEP content.

Informal or unscheduled conversations involving district personnel on various issues (e.g., teaching methodology, lesson plans, or coordination of service provisions) are not considered a meeting as long as no decisions are made regarding issues addressed on the student's IEP. A meeting does not include preparatory activities in which district personnel engage to develop a proposal or a response to a ~~parent and/or adult student~~ parent/adult student proposal that will be discussed at a later meeting.

B. Team Decision Making

The IEP meeting serves as a communication vehicle between ~~the parent and/or adult student, district personnel, and other~~ IEP team members ~~that enables~~ enabling them, as equal participants, to make joint, informed decisions regarding the student's special education services. All members of the IEP team are expected to work toward consensus regarding IEP decisions ~~the services that will be included in the student's IEP~~ to ensure that the student ~~he or she~~ receives a free appropriate public education (FAPE). ~~Consensus means that all members are in general agreement regarding what is written.~~

If there is a lack of consensus between the ~~parent and/or adult student~~ parent/adult student, district personnel, and other IEP team members regarding an IEP decision, then school personnel on the IEP team should seek consensus within the school team and make the decision, providing written notice to the parent/adult student. ~~subject to the due process rights of the parent and/or adult student parent/adult student.~~ If there is a lack of consensus among school personnel, then the district representative on the IEP team shall make the decision and provide written notice to the parent/adult student. The parent/adult student should be made aware of ~~at the IEP meeting subject to the due process rights of the parents. The district shall follow~~ the procedures in Section 2J of this chapter, "~~Parent and/or Adult Student~~ Parent/Adult Student ~~Adult Student~~ Objection to the IEP~~,~~" ~~if necessary~~ and their procedural safeguards, including due process rights.

C. When IEP Meetings Are Held

An IEP meeting shall be held for one or more of the following reasons:

1. ~~To~~ to develop ~~and implement~~ an IEP within ~~60~~ thirty (30) calendar days of ~~receiving parent and/or adult student consent for initial evaluation, excluding periods when regular school is not in session for 5 or more consecutive days~~ determination that the student needs special education and related services;~~. With the exception that the meeting to develop the IEP shall be held within 30 days of a determination that the student needs special education and related services. Refer to Chapter 4, Section 3.E regarding additional timeline exceptions. IEP shall be implemented as soon as possible following the meeting during which the IEP was developed~~;

2. ~~To~~ to review the IEP periodically, but no longer than one year (365 days) from the date of development of the current IEP~~.~~, ~~An~~ with the IEP ~~shall be~~ in effect at the beginning of each school year;

3. ~~When~~ when another agency fails to deliver transition or other services outlined in the IEP;

4. ~~To~~ to consider revisions to the IEP if there is any lack of expected progress toward annual goals and in the general education curriculum, where appropriate;

5. ~~At~~ at the reasonable request (as determined by the district) of any member of the IEP team~~;~~. (Note: Written notice shall be provided the parent/adult student who requests an IEP meeting when a district refuses to hold one);

6. ~~To~~ to review behavioral intervention strategies and/or develop a behavioral plan as part of the IEP; ~~or~~

7. ~~To~~ to address the IDEA ~~2004~~ discipline requirements (see Chapter 12); or

8. to review the results of any reevaluation or independent educational evaluation (IEE).

NOTE: Under the IDEA ~~2004~~, an IEP team meeting may not be required to amend the IEP (see IEP Amendments).

D. IEP Team Members and Roles

The IEP team ~~means~~ is a group of individuals ~~who are~~ responsible for developing, reviewing, or revising an IEP for a student with a disability.

~~NOTE: The general education teacher, special education teacher, district representative, or individual who can interpret implications of evaluation results may be excused from an IEP meeting, in whole or in part, if the parent and/or adult student and district agree to this in writing. If the meeting deals with the excused member's areas, he or she shall provide written input to the IEP team prior to the meeting. Written input shall include substantive data (e.g., based on assessment, providing meaningful guidance to the team, regarding the purpose of the meeting,~~

~~reflecting on general education curriculum). If a district representative is excused, a staff member in attendance shall have the authority to bind the district to the decisions of the team.~~

Role	Description
Parent of the student *or* Adult Student if rights have transferred	The term "parent" refers to a biological or adoptive parent, foster parent, a judicially decreed guardian (does not include State agency personnel if the student is a ward of the state), a person acting in place of a parent, or a surrogate parent who has been appointed by the district. The term "acting in place of a biological or adoptive parent" includes persons such as a grandparent, stepparent, or other relative with whom the student lives as well as persons who are legally responsible for a student's welfare. A foster parent may act as a parent if the natural parent's authority to make educational decisions on behalf of his or her child has been terminated by law. A foster parent shall be an individual who is willing to make educational decisions required of a parent, and has no interest that would conflict with the interests of the student. If more than the biological or adoptive parents meet the definition of parent, the biological or adoptive parents serve as the parents in the IEP process, unless a judicial decree or order identifies a specific person or persons to make educational decisions for the student. An "adult student" is a student with a disability who is eighteen (18) years of age or older to whom special education rights have transferred under the IDEA ~~2004~~ and Idaho Code. (See Chapter 11, Section 2C, for more information.) In this case, the parent may attend the IEP meeting as an individual who has knowledge or special expertise regarding the student at the invitation of the adult student or the district.
District Representative	The district representative or designee shall be qualified to provide or supervise the provision of special education to meet the unique needs of students with disabilities. The representative shall be knowledgeable about the general education curriculum and about the availability of resources in the district. They ~~should~~ shall have the authority to allocate resources and to ensure that the IEP will be implemented ~~whatever services are outlined in the IEP shall be provided~~. Examples of the district representative include the building principal, the special education director, the district superintendent and others who meet the criteria described above. The district representative may be another member of the IEP team if all the criteria above are met.

Role	Description
Special Education Teacher/Provider—not less than one	This individual ~~will~~ generally will be the student's special education teacher or service provider who is responsible for implementing the student's IEP. ~~In~~ For example, in the case of a student receiving services from a speech-language pathologist, but not a special education teacher, it is ~~would be~~ more appropriate for the speech-language pathologist to fill this role on the IEP team.
General Education Teacher—not less than one	A general education teacher of the student is required to participate in developing the IEP if a student is, or may be, participating in the general education environment. Regardless, a representative that is knowledgeable of the general education curriculum at the student's grade level shall be present. For preschool-age students, the general education teacher may be the Kindergarten teacher or an appropriate designee. Designees at the preschool level may include a care provider, Head Start teacher, or community preschool teacher if that person meets State and/or national licensing standards.
Individual who can interpret evaluation results and implications	This person may be someone who participated in the evaluation of the student. He or she shall be able to explain the results, the instructional implications, and the recommendations of the evaluation.
Student	Whenever appropriate, the IEP team includes the student with a disability. A student shall be invited by the district to attend any IEP meeting at which post-secondary goals and transition services needed to assist the student in reaching those goals will be discussed. If the student does not attend the IEP team meeting, the ~~public~~ district ~~agency~~ shall take other steps to ensure that the student's preferences and interests are considered.
Representative of a Private School (if applicable)	If a student is enrolled in or referred to a private school, the district shall ensure that a representative of the private school is invited to the IEP meeting. If a representative cannot attend, the district shall use other methods to ensure participation by the private school, including individual or conference telephone calls.

Role	Description
Representative of Transition Agency(s) (~~Parental~~Parent/Adult student consent shall be obtained prior to inviting ~~in order for~~ the Transition Agency Representative to participate in the IEP~~)~~ team meeting).	If transition services are being discussed, a representative of any participating ~~public~~ agency that is likely to be responsible for providing or paying for transition services shall be invited (with the prior consent of a parent/adult student). If a representative does not attend, steps ~~shall~~ should be taken to obtain participation from the agency in transition planning.
Part C Coordinator or Representative	~~At the request of the parent of a student who previously was served under Part C, the Part C coordinator or other representative of the Part C system will be invited to the initial IEP meeting.~~ A Part C coordinator or other representative may be invited by the district to the IEP meeting. Parents shall be informed of their right to request an invitation of an Infant Toddler Program representative(s) to the initial IEP meeting.
Other	At the discretion of the ~~parent and/or adult student~~ parent/adult student or the district, other individuals who have knowledge or special expertise regarding the student, including related service personnel, may be included as IEP team members. The determination of having knowledge and special expertise regarding the student shall be made by the ~~parent and/or adult student~~ parent/adult student or district person who invited the individual to be a member of the IEP team.

NOTE: The general education teacher, special education teacher, district representative, or individual who can interpret implications of evaluation results may be excused from an IEP meeting, in whole or in part, if the parent/adult student and district agree in writing. If the meeting deals with the excused member's areas of the curriculum and/or services, he or she shall provide written input to the IEP team prior to the meeting. Written input shall include substantive data (e.g., based on assessment, providing meaningful guidance to the team, regarding the purpose of the meeting, reflecting on general education curriculum). If a district representative is excused, a staff member in attendance shall have the authority to bind the district to the decisions of the team.

E. The General Educator's Role in IEP Development

If a student is or may be participating in the general education curriculum or environment, not less than one of the student's general education teachers. ~~who are responsible for implementing any portion of the IEP~~ shall participate to the extent appropriate in developing the IEP. ~~Regardless, a representative that is knowledgeable of the general education curriculum shall participate.~~ The general education teacher's role in the development, review, and revision of the IEP includes:

1. discussion ~~Discussion~~ of the student's involvement and progress in the general education curriculum, if known;

2. determination ~~Determination~~ of appropriate positive behavioral interventions and other strategies for the student; and

3. determination ~~Determination~~ of supplementary aids and services, program accommodations/adaptations, and supports for school personnel.

F. Invitation to IEP Team Meetings

To the extent possible, the district should encourage the consolidation of all IEP team meetings, including meetings that may involve eligibility, reevaluation and IEP development.

The district shall meet ~~do~~ the following requirements.

1. Schedule the meeting at a place and time mutually agreed on by the ~~parent and/or adult student~~ parent/adult student and the district.

2. Invite the ~~parent and/or adult student~~ parent/adult student, and if applicable the secondary transition age student, to the meeting early enough to ensure that he or she can attend. The district shall keep a record of this invitation. The invitation shall include the following:

    a. the purpose(s), time, and location of the meeting;

    b. who will attend the meeting by role; ~~and~~

    c. information regarding the parent's ~~and~~/~~or~~ adult student's right to bring other people to the meeting and invite a Part C representative if appropriate; and

    d. notification that post-secondary goals and transition services will be discussed, as applicable.

    The invitation should clarify the parent's/ ~~and or~~ adult student's (or secondary transition age student's) role on the team and request that he or she come prepared to discuss the unique needs and characteristics of the student, the types of services ~~that may be~~ needed, and the goals that would indicate the success of the services.

3. Invite the student, if appropriate or required, to attend and participate in his or her IEP team meeting. If the student is a minor, the parent shall make the decision regarding the student's attendance. If a purpose of the meeting is to consider transition, and the student does not attend, the district shall take other steps to ensure that the student's preferences and interests are considered.

4. The invitation may be either written or oral. In either case, the district shall document that all the required components noted in item 2 above were included in the invitation. In addition, the ~~parent and/or adult student~~ parent/adult student shall be ~~provided with~~ given a physical copy of the *Procedural Safeguards Notice* once annually, preferably at the annual review, unless the parent requests additional copies.

5. When one of the purposes of the IEP team meeting is to consider transition services, the invitation shall ~~also~~:

    a. indicate this purpose;

    b. ~~indicate that the district shall~~ invite the student; and

    c. identify any other agency that will be invited, with parent's ~~and~~/~~or~~ adult student's consent, to send a representative.

6. The district shall take appropriate action to ensure that a ~~parent and/or adult student~~ parent/adult student understands the proceedings at an IEP team meeting, including arranging for an interpreter for a ~~parent and/or adult student~~ parent/adult student who has ~~a hearing impairment~~ hearing loss or whose native language is other than English.

7. The IEP team may meet without the ~~parent and/or adult student~~ parent/adult student if he or she cannot attend the meeting or cannot be convinced to attend the meeting. However, the district shall document its attempts to arrange a mutually agreed upon time and place for the meeting. Documentation could include records of telephone calls or conversations, copies of correspondence sent to the ~~parent and/or adult student~~ parent/adult student and any responses received, and detailed records of any visits made to the ~~parent and/or adult student~~ parent/adult student. If a meeting is held without the ~~parent and/or adult student~~ parent/adult student, the district shall offer and document alternative methods, such as conference calls, to gain his or her participation in the development of the IEP.

    Alternatives to physical meetings such as video and telephone conferencing may take the place of physical IEP meetings if the ~~parent and/or adult student~~ parent/adult student and district agree.

Section 2. IEP Development

Nothing requires additional information be included in a student's IEP beyond what is explicitly required by IDEA ~~2004~~ or requires the IEP team to include information under one component of a student's IEP that is already contained under another component of the student's IEP.

NOTE: IEP team meeting minutes are not part of the official IEP document.

A. General Demographic Components for All IEPs

All IEPs shall include the date of the IEP meeting and the following general demographic components: the student's name as it appears in school records, native language, birth date, and identification number (for State reporting or Medicaid purposes only), names of parents, address, phone number, school, and grade.

B. Documentation of Participants

The district shall ensure the attendance and participation of the IEP team members at the IEP meeting. Documentation of attendance can be accomplished by listing team member~~s~~ roles on the IEP and checking their attendance status. Prior to the beginning of the meeting, an excusal form, with the parent/adult student's signature of approval, shall be attached identifying any required district members not present at the IEP team meeting.

The attendance list is not a reflection of agreement or disagreement with the IEP; it is only an indication of attendance. As with any team member, the parent's/adult student's ~~name~~ inclusion on the list does not indicate agreement or disagreement with the IEP contents. If the ~~parent and/or adult student~~ parent/adult student disagrees with all or part of the IEP, the district should remind the ~~parent and/or adult student~~ parent/adult student that he or she may file a written objection. Any participant at the IEP team meeting may file a minority report if he or she disagrees with a program decision. A minority report shall not prevent the implementation of an IEP team decision.

NOTE: See Section 2J of this chapter for additional information on ~~parent and/or adult student~~ parent/adult student objections.

C. ~~Present Levels of Performance~~ Present Levels of Academic Achievement and Functional Performance, Goals, and Benchmarks/Objectives

The IEP identifies present levels of academic achievement and functional performance and measurable goals that enable the IEP team to track the effectiveness of services and to ~~easily~~ report progress toward goals.

1. Statements of present levels of academic achievement~~,~~ and functional performance in an area of need include:

a. How a school-age student's disability affects his or her involvement and progress in the general education curriculum (i.e., the same curriculum used by students without disabilities).

b. For preschool students, present levels of academic achievement and functional performance should ~~reference the Idaho Early Learning Standards and~~ describe how the disability affects the student's participation in appropriate activities.

2. Although the content of present levels of academic and functional performance statements are different for each student~~, each statement shall~~ individual present level of academic and functional performance statements will meet the following requirements:

   a. the statement shall be written in objective, measurable terms and easy-to-understand non-technical language;

   b. ~~show a direct relationship with the~~ the other components of the IEP, including special education services, annual goals, and, if applicable, benchmarks/objectives for students who participate in Alternate Assessments based on Alternate Achievement Standards ~~the Idaho Standard Achievement Test - Alternate (ISAT-Alt)~~, shall show a direct relationship with the content of present levels of academic and functional performance;

   c. the statement shall provide ~~a starting point~~ baseline data for goal development; ~~and~~

   d. the statement shall reference general education Idaho Content Standards or ~~Work Place Competencies~~ Idaho Employability Skills for Career Ready Practice or Idaho Early Learning Guidelines (eGuidelines), as applicable;

   e. a statement of the student's strengths and needs; and

   f. a statement how a student's disability affects his or her involvement and progress in the general education curriculum (i.e., the same curriculum used by students without disabilities).

3. Annual goals shall ~~be related~~ reflect ~~to~~ the needs described in the present levels of academic and functional performance statements. Measurable academic achievement, developmental, and functional annual goals are designed to meet the student's needs that result from the student's disability, to enable the student to be involved in and make progress in the general education curriculum, and to meet each of the student's other educational needs that result from the student's disability.

a. A goal is a written, measurable statement, developed from the baseline data, ~~that describes~~ describing what a student is reasonably expected to accomplish within the time period covered by the IEP, generally one year.

b. Goals are written to enable the student to be involved in and make progress in the general education curriculum and to meet other educational needs that result from the disability.

c. A goal shall include the behavior, the performance criteria, and the evaluation procedure.

4. For students taking Alternate Assessments based on Alternate Achievement Standards ~~the ISAT-Alt aligned to the alternate standards~~, each goal shall have ~~at least two benchmarks/objectives. Benchmarks/objectives shall include a statement of how far the student is expected to progress toward the annual goal and by what date~~ a description of benchmarks or short-term objectives. The district has the discretion to ~~use~~ which benchmarks/objectives as described in this paragraph for all students eligible for IEP services to use.

D. Progress Toward Goals

The IEP shall include a statement describing:

1. How the student's progress toward IEP goals will be measured and the progress monitoring schedule;

2. How and when the ~~parent and/or adult student~~ parent/adult student will be informed of the student's progress toward the annual goals, including the extent to which progress is sufficient to enable the student to achieve the goals by the end of the IEP time period.

Periodic written progress statements related to progress toward annual goals will be reported, at minimum, concurrent with the issuance of report cards ~~shall be provided~~.

E. Statements of Special Education and Related Services

Each student's IEP shall describe the specific special education and related services, based on peer-reviewed research to the extent practicable, which will be provided to or on behalf of the student. Special education includes specially designed instruction to meet the unique needs of the student.

The term "related services" refers to transportation and such developmental, corrective, and other supportive services required to assist a student with a disability to benefit from special education as described in the IEP. These services include, but are not limited to:

- audiology
- speech therapy
- language therapy
- psychological services
- physical therapy
- occupational therapy
- therapeutic recreation
- early identification and assessment of students' disabilities
- rehabilitation counseling services
- orientation and mobility services
- medical services for diagnostic or evaluative purposes
- school nurse services
- social work services in school
- supports for school staff
- parent counseling and training. Parent counseling and training includes helping a parent (a) understand child development and the special needs of his or her child and (b) acquire skills to support the implementation of his or her child's IEP.
- interpreter services

NOTE: The Idaho Educational Interpreter Act (Title 33, Chapter 13) was implemented on July 1, 2009, this statute establishes standards for all ~~education~~ educational interpreters in the State of Idaho. The complete statute can be found at *http://www3.state.id.us/idstat/TOC/33013KTOC.html*

This list of related services is not exhaustive and may include other developmental, corrective, or supportive services, transition services or assistive technology. Although services may be of benefit to a student with a disability, all of the services listed above may not be required for each individual student. Related services are the responsibility of the district only if the IEP team determines they are required to assist the student to benefit from special education. Further, the student is not entitled to related services if (a) he or she is not eligible for special education or (b) the ~~parent and/or adult student~~ parent/adult student does not consent to initial provision of special education services.

EXCEPTION: ~~The term~~ "Related Services" does not include a medical device that is surgically implanted or the replacement of such device, the optimization of that device's functioning (e.g., mapping), maintenance of that device, or the replacement of that device. The district is responsible to appropriately monitor and check devices to make sure the devices are functioning properly. This responsibility applies to devices that are needed to maintain the health and safety of the child, including breathing, nutrition, or operation of other bodily functions, while the child is transported to and from school or is at school.

THIRD PARTY PAYERS: Consent from the parents ~~and~~/~~or~~ adult student is required when the district bills Medicaid or the parent's insurance for services provided. See Chapter 11 for details.

F. Supplementary Aids, Services, and Other IEP Considerations

Supplementary aids and services may include general education curriculum accommodations and/or adaptations, support for school staff, positive behavioral intervention plans, extended school year services, transportation, transition services, assistive technology services, and travel training services deemed appropriate by the IEP team shall be provided whether or not the district currently has these services in place.

The description of services in the IEP shall:

1. Identify the program accommodations and supplementary aids to be provided to the student in the areas of need.

2. List the specific services that will meet the unique needs of the student, allowing him or her to advance appropriately toward attaining the annual goals, and:

    a. be involved in and make progress in the general education curriculum;

    b. participate in extracurricular and other nonacademic activities; and

    c. be educated and participate with other students with disabilities and with students without disabilities to the maximum extent appropriate.

    NOTE: The public agency shall ensure that each student with a disability has the supplementary aids and services determined by the student's IEP team to be appropriate and necessary for the student to participate in nonacademic settings.

3. State the projected starting date and expected duration of the services, and accommodations/adaptations.

4. List the anticipated time per session and frequency of sessions per week or month. The amount of service may not be stated as a range**.**

5. State the location where services and accommodations/adaptations will be provided (such as a general education classroom, resource room, etc.) Note: Location does not mean specific site.

Based on the unique needs of each student, the IEP team should consider any of the following services that may be appropriate for the student and should document such services on the IEP accordingly:

1. Supplementary Aids and Services

    "Supplementary aids and services" means aids, services, and other supports that are provided in general education classes or other education-related settings and in extracurricular and nonacademic settings to enable students with disabilities to be

educated with students without disabilities to the maximum extent appropriate in accordance with LRE requirements.

The determination of which supplementary aids and services are appropriate for a particular student shall be made on an individual basis. Supplementary aids and services may include the following: assistance of an itinerant special education teacher, related service provider, or paraprofessional; support or training for the general educator; use of resource services; provision of note takers; supports for extracurricular or other nonacademic activities; and supports for participation in statewide or district wide achievement testing.

2. Accommodations and Adaptations

NOTE: "Modifications" include accommodations and adaptations. Idaho uses the terms accommodations and adaptations to describe two separate instructional and assessment practices.

Accommodations and adaptations include any changes that allow students with disabilities the same opportunity as students without disabilities to participate in and benefit from the educational program, activities, and services of the district.

Accommodations are intended to make educational opportunities more accessible. This may involve the setting, communication modality, equipment, and/or supplemental aids and services. Examples include Braille editions, large print, pencil grips, tape recorders, note takers, and computers with spell check.

Accommodations are changes in the curriculum, instruction, or testing format or procedures that enable students with disabilities to participate in a way that allows them to demonstrate their abilities rather than disabilities. Accommodations are generally considered to include assistive technology as well as changes in presentation, response, timing, scheduling, and settings that do not fundamentally alter the requirements. Accommodations do not invalidate assessment results and do not fundamentally alter the requirements or course expectations.

Adaptations are changes in educational expectations for the student with a disability compared to peers without disabilities. These adaptations include actual changes in the general education curriculum and instruction or the use of an alternative or supplemental curriculum. Adaptations include strategies such as reading aloud the reading portion of a test, using spell/grammar check for language arts assessments, and substituting out-of-level testing. Adaptations fundamentally alter requirements and invalidate assessment results and provide non-comparable results. Examples include fewer concepts to be mastered, different test questions, and material at a different reading level.

Whenever the IEP team determines that accommodations and/or adaptations are needed to ensure academic progress, these shall be indicated in the IEP. Any accommodations and/or adaptations required in physical education, vocational education, and statewide or district wide assessments shall be included in the IEP.

3. Assistive Technology Devices and/or Services

The district shall ensure that assistive technology devices and/or services are made available to a student, if required, as special education, related services, or supplementary aids and services. The following points are definitions and clarifications of terms:

a. "Assistive technology device" means any item, piece of equipment, or product system, whether acquired commercially, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. The term does not include a device that is surgically implanted or the replacement of such device.

The district shall permit the student to use school-purchased assistive technology devices at home and in other settings if the IEP team determines that the student needs access to these devices in non-school settings to receive FAPE. An example of this would be to complete homework. The district may hold a ~~parent and/or adult student~~ parent/adult student liable for the replacement or repair of an assistive technology device that is purchased or otherwise procured by the district if it is lost, stolen, or damaged because of negligence or misuse at home or in another setting outside of school time.

Assistive technology devices should be designed using "universal design" principles. The term "universal design" means a concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities. This includes products and services that are directly accessible (without requiring assistive technologies) and products and services that are interoperable with assistive technologies.

b. "Assistive technology service" means any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. The term includes the following:

1) an evaluation of the student's assistive technology needs, including a functional assessment in the student's customary environment;

2) purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices;

3) selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;

4) coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;

5) training or technical assistance for a student with a disability or, if appropriate, that student's family; and

6) training or technical assistance for professionals, including individuals providing education or rehabilitation services, employers, or other individuals who provide services or are otherwise substantially involved in the major life functions of a student with a disability.

c. The district shall ensure that the hearing aids worn by deaf or hard-of-hearing students in school are functioning properly.

d. The district is responsible to appropriately monitor and check surgically implanted devices to make sure the devices are functioning properly, if the team has determined that those services are necessary. This responsibility applies to devices that are needed to maintain the health and safety of the child, including breathing, nutrition, or operation of other bodily functions, while the child is transported to and from school or is at school.

4. Extended School Year Services

The district shall provide extended school year (ESY) services for students with disabilities who qualify for such services. The ESY programs for eligible students shall meet the requirements of FAPE. The student's educational program is based on individual needs and is not determined by what programs are readily available within the district. The student cannot be required to fail, or to go for an entire school year without ESY services, simply to prove a need. The IEP team shall consider the following in the development and provision of an ESY program:

a. The term "extended school year services" means special education and/or related services that are provided beyond the regular school year:

1) to a student with a disability;

2) in accordance with the student's IEP; and

3) at no cost to the ~~parent and/or adult student~~ parent/adult student.

The goal of ESY services is to assist students with disabilities with the emergence and maintenance of specific IEP goals addressed during the school year preceding the ESY. These may include goals related to independence, behavior, socialization, communication, and academics. The ESY services for special education students provide a different focus from general summer school programs.

b. The ESY services shall be considered in light of the totality of the circumstances, including the following:

1) Emerging skill: Few, if any, gains are made during the regular school year. A skill is in the process of emerging, and the IEP team believes that with ESY services the student would make reasonable gains; or

2) Regression-Recoupment: The student would regress to such an extent and the amount of time required to relearn a skill or behavior becomes so significant that the student would be unable to benefit from his or her special education; or

3) Self-Sufficiency: An interruption in services would threaten the acquisition of critical life skills that aid in the student's ability to function as independently as possible, thereby continuing the student's reliance on caretakers, including institutionalized care. Critical life skills relate to those skills that lead to independent functioning. Development of these skills can lead to reduced dependency on future caretakers and enhance the student's integration with individuals without disabilities. Skills may include such things as toileting, feeding, mobility, communication, dressing, self-help, and social/emotional functioning.

c. Decisions concerning ESY services shall be based on collected data and written documentation. Types of data and information may include, but are not limited to, the following:

1) Criterion-referenced test data: Consider daily/weekly probes or pre-test/post-test data.

2) Norm-referenced test data: Consider pre-test/post-test data.

3) Anecdotal records: Consider information collected throughout the school year.

4) Physical, mental, or emotional health factors: Consider the educational, medical, and psychological records of the student as well as the prognosis or judgments of educators, medical personnel,

parents, and others that work with the student. Consider degenerative types of difficulties that may become intensified during breaks in educational programming.

5) History: Consider evidence of past regression or past ESY services. The IEP team should not automatically assume that a student who has received ESY services in the past will be eligible for ESY services in the future, but it is a factor to consider.

6) Data on observed performance: Consider data maintained on the student concerning performance observed in the classroom, during community-based activities, and as part of IEP progress monitoring.

7) Teacher interviews and recommendations: Consider progress reports by teachers, therapists, and others who have direct contact with the student before and after breaks in educational programming.

8) ~~Parent and/or Adult Student~~ Parent/Adult student input: Consider parent observations of the student as well as ~~parent and/or adult student~~ parent/adult student requests for ESY services.

d. The ESY services shall be clearly delineated in an IEP. The district can meet this requirement by amending the current IEP using an amendment form or by developing a complete ESY IEP. See Section 1C of this chapter for more information.

e. The district may not limit ESY services to particular categories of disability or unilaterally limit the amount or duration of these services.

5. Transportation

Transportation is a related service if special arrangements resulting from the student's disability are required to assist a student with a disability to benefit from special education. The student's individual needs concerning his or her education are the main considerations in determining services—this includes transportation services.

The IEP team shall consider how the student's disability affects his or her need for transportation, including determining whether the student's disability prevents the student from using the same transportation provided to students without disabilities, or from getting to school in the same manner as students without disabilities. This includes transporting a preschool-age student to the site at which the district provides special education and related services to the student, if that site is different from the site at which the student receives other preschool or day-care services.

When the IEP team determines that special transportation is required and documents it on the IEP, all procedural safeguards under the IDEA ~~2004~~ shall be afforded to the student in matters concerning transportation.

Transportation needs may include, but are not limited to, the following:

a. travel to and from school and between schools to access special education;

b. travel in and around school buildings;

c. specialized equipment including lifts and ramps, if required to provide special transportation; or

d. other services that support the student's use of transportation, such as:

1) special assistance (e.g., an aide on the bus and assistance getting on and off the bus);

2) safety restraints, wheelchair restraints, and child safety seats;

3) accommodations (e.g., preferential seating, a positive behavioral support plan for the student on the bus, and altering the bus route);

4) training for the bus driver regarding the student's disability or special health-related needs. or

5) attending non-academic and extracurricular activities if required by the IEP.

6. Special Considerations

As appropriate, the IEP team shall also consider and include in the IEP the following:

a. If the student's behavior impedes his or her learning or that of others, the IEP team shall consider the use of positive behavioral interventions, supports and other strategies to address that behavior.

b. If the student has limited English proficiency, the IEP team shall consider the language needs of the student. Cognitive academic language proficiency (CALP) shall be determined by administering appropriate language dominance tests.

c. If the student is blind or visually impaired, the IEP team shall provide for instruction in Braille and the use of Braille unless the IEP team determines that Braille is not appropriate for the student. This determination can only be

made after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille).

d. The IEP team shall consider the communication needs of the student. In the case of the student who is deaf or hearing impaired, the IEP team shall consider the language needs of the student, opportunities for direct communication with peers and professional personnel in the student's language and communication mode, the student's academic level, and his or her full range of needs including opportunities for direct instruction in the student's language and communication mode.

G. Statewide and Districtwide Achievement Testing

Students with disabilities are to be included in all statewide and district wide assessments. Participation rates and performance data, both aggregate and disaggregate, for students with disabilities are reported to the public annually.

The IEP team shall determine how the student will participate in statewide and district wide assessments—without accommodations, with accommodations, with adaptations, or by means of the alternate assessment. The IEP team determines what accommodations and/or adaptations to use based on those that are used regularly by the student during instruction or classroom testing and on what is listed in the accommodations section of the IEP.

The IEP team shall determine whether the student meets the state criteria for the alternate assessment. It should be noted that some students might participate in parts of the regular assessment and parts of the alternate assessment. For example, a student may participate with accommodations in the *regular* reading portion of the statewide assessment and may participate in the math portion of the statewide assessment using the *alternate* assessment.

The following guidelines shall be used to determine how the student will participate in statewide and district wide assessments:

1. Regular Assessment without Accommodations

   The IEP team determines and documents in the IEP that a student with a disability can adequately demonstrate his or her knowledge, abilities, or skills on statewide and district wide assessments without accommodations.

2. Regular Assessment with Accommodations

   Appropriate accommodations for students with disabilities shall be based on the individual needs of each student. Accommodation decisions are made by the IEP team and shall be recorded in the IEP. Accommodations should facilitate an accurate demonstration of academic achievement, developmental, and functional performance

on State and district-wide assessments. They should not provide the student with an unfair advantage or change the underlying skills that are being measured by the test. Accommodations shall be the same or nearly the same as those used by the student in completing classroom assignments and assessment activities. The accommodations shall be necessary for enabling the student to demonstrate knowledge, ability, skill, or mastery. Accommodations *do not* invalidate test results.

3. Regular Assessments with Adaptations

   A student may be unable to demonstrate what he or she knows or is able to do without using an adaptation. However, an adaptation inherently circumvents the underlying
   skills that the test is measuring; therefore, an adaptation *always* invalidates the assessment result. If an adaptation is included in the IEP for statewide and/or district wide assessments, it shall be one that the student uses in completing classroom assignments and assessment activities on a regular basis. Further, the use of an adaptation in statewide and district wide assessments shall be clearly coded on the student's score sheet.

   The IEP team has the authority to make the decision that a student needs an adaptation in order to participate in statewide and district wide assessments, even though the adaptation *will* cause the student to score as "not proficient" and to be counted as NOT participating in the assessment under AYP determinations. All IEP team members, including the ~~parent and/or adult student~~ parent/adult student, shall understand (a) the possible consequences that could result from this decision and (b) its effect on diploma options and post school activities involving education, career opportunities, military service, and community participation.

4. ~~Idaho Standard Achievement Test - Alternate (ISAT-Alt)~~
   Alternative Assessments based on Alternate Achievement Standards

   If the student cannot participate in some or all of the general assessments, the IEP shall contain a statement that includes the reason the student cannot participate in the general assessment and the alternate assessments—language arts, reading, math or science—in which the student will participate.

   a. Students Eligible to Take ~~the ISAT-Alt~~ Alternative Assessments based on Alternate Achievement Standards

      The IEP team shall find that the student meets all of the criteria listed below to determine that he or she is eligible to participate in the alternate assessment:

1) The student's demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum even with program accommodations and/or adaptations;

2) The student's course of study is primarily functional-skill and living-skill oriented (typically not measured by State or district assessments); and

3) The student is unable to acquire, maintain, or generalize skills in multiple settings and to demonstrate performance of these skills without intensive and frequent individualized instruction.

b. Students Not Eligible to Take ~~the ISAT-Alt~~ Alternative Assessments based on Alternate Achievement Standards

Students are *not* to be included in ~~the ISAT-Alt~~ Alternative Assessments based on Alternate Achievement Standards for any of the following reasons:

1) The only determining factor is that the student has an IEP;

2) The student is academically behind because of excessive absences or lack of instruction; or

3) The student is unable to complete the general academic curriculum because of socioeconomic or cultural differences.

H. LRE Explanation and Placement Decisions

The IEP shall explain the extent, if any, to which the student will *not* participate in the general education classroom, the general education curriculum, or extracurricular or other nonacademic activities.

In recommending the ~~most~~ appropriate placement in the least restrictive environment (LRE) for the student with a disability, the IEP team shall consider the student's needs and the continuum of services to meet those needs. The ~~parent and/or adult student~~ parent/adult student shall be involved in the placement decision. Removal from the general education environment occurs only when the nature or severity of the disability is such that education in general classes with the use of supplementary aids and services cannot be achieved satisfactorily. A student with a disability is not to be removed from age-appropriate general education classrooms solely because of needed accommodations and adaptations in the general education curriculum. In addition, a student with a disability shall be educated with students without disabilities in the general education classroom to the maximum extent appropriate.

NOTE: The district's reassignment of students (with or without disabilities) to another classroom or building in the district is *not* a change of placement for a student with a disability as long as the IEP goals remain unchanged and the degree of interaction with peers without disabilities remains the same. Examples include, but are not limited to, dividing a class because of overcrowding; moving an entire grade level to a different building; and going to a different school as a result of moving from one grade level to another grade level.

See Chapter 6 for more information on placement in the LRE

I. Consent for Initial Provision of Special Education and Related Services

The district shall make reasonable efforts to obtain informed consent from the ~~parent and/or the adult student~~ parent/adult student before the initial provision of special education and related services to the student.

If the ~~parent and/or adult student~~ parent/adult student communicates in writing, he or she refuses special education and related services following the evaluation and determination of eligibility, the district shall not provide special education and related services to the student. If the ~~parent and/or adult student~~ parent/adult student fails to respond to a district's documented efforts to gain consent for initial provision of special education and related services, the district shall not provide special education and related services to the student. In both cases:

1. The district shall not be in violation of the requirement to provide FAPE to the student or the requirement to provide special education and related services;

2. The district shall not be required to convene an IEP meeting or develop an IEP for the student; and

3. The district shall not use mediation and/or due process in order to obtain consent or a ruling allowing initial placement.

If the ~~parent and/or adult student~~ parent/adult student wishes to move forward with the provision of services stated on the IEP and placement in special education, consent for initial placement in special education shall be obtained after the development of an IEP. Consent means that the ~~parent and/or adult student~~ parent/adult student understands and agrees in writing to the carrying out of the activity for which consent is sought.

J. ~~Parent and/or Adult Student~~ Parent/Adult Student Objection to the IEP

If the ~~parent and/or adult student~~ parent/adult student disagrees with an IEP program or placement change proposed by the district, he or she may file a written objection to all or parts of the proposed change. If the ~~parent and/or adult student~~ parent/adult student files a written objection that is postmarked or hand delivered within ten (10) days of the date he or she receives written notice from the district of the proposed change, the changes to which the ~~parent and/or adult student~~ parent/adult student objects cannot be implemented. If the changes have already

been implemented, implementation of those changes shall cease. The district and ~~parent and/or adult student~~ parent/adult student may use methods such as additional IEP team meetings, IEP facilitation, or SDE mediation to resolve the disagreement. If these attempts to resolve the dispute fail, the district may request a due process hearing to obtain a hearing officer's decision regarding the proposed change, unless it is an initial IEP. However, the written objection cannot be used to prevent the district from placing a student in an interim alternative educational setting (IAES) in accordance with the IDEA ~~2004~~ procedures for discipline of a student.

If the ~~parent and/or adult student~~ parent/adult student files a written objection to an IEP change or placement change proposed by the district any time *after* ten (10) calendar days of receiving written notice, the student shall ~~"stay put"~~ remain in the placement described in the disputed IEP, and that IEP is implemented as written until the disagreement is resolved unless the ~~parent and/or adult student~~ parent/adult student agree otherwise. ~~However, the written objection cannot be used to prevent the district from placing a student in an interim alternative educational setting (IAES) in accordance with the IDEA 2004 procedures for discipline of a student~~.

See Chapter 11 for information about the prior written notice requirements regarding the provision of FAPE and educational placement.

See Chapter 13 for more information about the various forms of dispute resolution.

K. Additional Transition Components for Secondary-Level IEPs

Secondary transition services are defined as a coordinated set of activities for a student with a disability that are designed within a results-oriented process focused on improving the academic and functional achievement of the student to facilitate movement from school to post school activities including postsecondary education, vocational education, integrated employment (including supported employment), continuing in adult education, adult services, independent living, or community participation. The activities include instruction, community experiences, development of employment and other post school adult-living objectives and, if appropriate, acquisition of daily living skills and a functional vocational evaluation. These activities are based on the individual student's needs, taking into account the student's strengths, preferences and interests. The following are required components for all secondary students receiving special education services.

1. Beginning with the IEP to be in effect when a student is sixteen (16) years old (or younger if determined appropriate by the IEP team), the IEP shall include:

    a. present levels of ~~educational~~ academic and/or functional performance based on an age appropriate transition evaluation;

    b. appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills;

c. transition services ~~(~~including courses of study~~)~~, that will reasonably enable ~~needed to assist~~ the student in reaching postsecondary goals identified on the IEP;

d. there must also be evidence that the student was invited to the IEP team meeting where transition services are to be discussed; if the student does not attend the IEP meeting, the IEP team must take other steps to ensure the student's preferences and interests are considered;

e. if appropriate, a representatives of any participating agency was invited to the IEP team meeting with a prior consent of the parent or student who has reached age of majority.

f. graduation requirements for the student receiving special education services. Refer to Chapter 7 for more detailed information on documentation of high school graduation in the IEP.

The postsecondary goals and transition services shall be updated on the IEP annually.

2. Not later than the student's seventeenth (17th) birthday, the IEP shall include a statement that the student and parent has been informed whether or not special education rights will transfer to the student on his or her eighteenth (18th) birthday. Special education rights will transfer from the parent to the student when the student turns eighteen (18) years old unless the IEP team determines that:

~~*(For more information on the transfer of rights see Chapter 11)*~~

a. the student is unable to provide informed consent with respect to his or her special education program; or

b. the parent has obtained legal guardianship.

(For more information on the transfer of rights see Chapter 11)

3. When a student exits from special education as a result of earning a regular diploma or aging out, the district shall provide the student with a summary of his or her academic achievement and performance along with recommendations concerning how to assist the student in meeting postsecondary goals.

L. Following the Meeting

Following the IEP team meeting, a copy of the IEP and written notice of proposed or refused actions shall be given to the ~~parent and/or adult student~~ parent/adult student. IEPs and written notice should also be given to the ~~parent and/or adult student~~ parent/adult student whenever a change is made to the IEP or upon request.

Each general education teacher, special education teacher, related service provider, and any other service provider who is responsible for implementing any portion of the IEP shall have access to the IEP and be informed of his or her specific responsibilities. This includes being informed of any specific accommodations, adaptations, or supports that shall be provided to the student to ensure that the IEP is implemented appropriately.

Section 3. IEP Reviews

A. Annual Reviews

Each student's IEP shall be reviewed at least annually by the IEP team, once every year (365 days). Meetings may be held any time throughout the school year , as long as the IEP is reviewed annually and is in effect at the beginning of each school year. Either at or after the annual review, written notice that the new IEP changes will be implemented shall be provided to the ~~parent and/or adult student~~ parent/adult student.

The IEP review includes the following purposes:

1. to determine whether the student's annual goals have been achieved;
2. to revise the IEP if there is any lack of expected progress toward annual goals and in the general education curriculum, where appropriate;
3. to determine whether any additional assessments are necessary and to address the results of those conducted;
4. to address information about the student provided to, or by, the ~~parent and/or adult student~~ parent/adult student;
5. to address the student's anticipated needs;
6. to monitor the continuing eligibility of the student based on an evaluation or review of a variety of data, which may include formal or informal assessment, progress toward IEP goals and when applicable benchmarks/objectives;
7. to write a new IEP; and
8. to consider a reevaluation to determine if a student is no longer eligible and special education services should be discontinued.

B. IEP Amendments

In making changes to a student's IEP after the annual IEP meeting for a school year, the ~~parent and/or adult student~~ parent/adult student and the district may agree in writing not to convene an IEP meeting for the purposes of making such changes, and instead may develop a written document to amend the student's current IEP. The ~~parent and/or adult student~~ parent/adult student will be provided with a revised copy of the IEP with the amendments incorporated. The annual review date remains the date of the original IEP.

If the ~~parent and/or adult student~~ parent/adult student believes that the student is not progressing satisfactorily or that there is a problem with the current IEP, he or she may request an IEP team meeting. The district shall grant any reasonable request for such a meeting. If the district refuses to convene an IEP meeting requested by the ~~parent and/or adult student~~ parent/adult student, the district shall provide written notice to the ~~parent and/or adult student~~ parent/adult student, including an explanation of why the district has determined the meeting is unnecessary.

If any other member of the IEP team feels that the student's placement or IEP services are not appropriate, that team member may request an IEP team meeting.

Each general education teacher, special education teacher, related service provider, and any other service provider who is responsible for implementing any portion of the amended IEP shall have access to the amendment and be informed of his or her specific responsibilities.

Section 4. IEPs for Transfer Students

Idaho Administrative Procedures Act [IDAPA 08.02.03.109.04(f)] requires the new (receiving) district to request a copy of the eligibility documentation and most current IEP within two (2) school days. Within five (5) school days of receiving this information, the new district determines if a new assessment is required. In the meantime, if the parent agrees, an interim IEP may be developed and implemented. If there is no agreement, the student is placed in general education. Within fourteen (14) calendar days the receiving district will request the full educational record of the transferring student from the former school.

A. Transfer from an Idaho School District

When a student with a disability transfers school districts with a current IEP in Idaho, the district shall provide the student with FAPE. This includes services comparable to those described in the previously held IEP, in consultation with the ~~parent and/or adult student~~ parent/adult student, until such time as the district adopts the previously held IEP or develops, adopts, and implements a new IEP. The receiving district shall ~~promptly~~ request ~~records~~ the eligibility documents and the most current IEP within two (2) school days from the sending district and once the district has formally received a request for a student's record from another Idaho district, the district shall forward copies or the original documents within 2 school days of the request. Within fourteen (14) calendar days the receiving district will request the full educational record of the transferring student from the former school. If originals are sent, the sending district shall maintain a copy for audit purposes.

Note: An IEP shall be developed and implemented if a new IEP cannot be developed within five (5) school days or if a reevaluation will be taking place.

B. Transfer from an Out-of-State District

When a student with a disability transfers from out of state to an Idaho school district with a current IEP in that other state, the district shall provide the student with FAPE. This includes services comparable to those described in the previously held IEP, in consultation with the parent and/or adult student parent/adult student, until such time as the district conducts an evaluation, if determined necessary, and develops, adopts, and implements a new IEP.

If the district has formally received a request from an out-of-state school, the district shall request copies or the original documents within 10 days of the request. If originals are sent, the district shall maintain a copy for audit purposes.

C. Transfer to an Out-of-State District

Within ten (10) school days of receiving a request from an out of state school district for copies of eligibility documentation and a transferring student's IEP, a district shall send the requested information to the receiving district.

Section 5. IEPs for Children from the Infant/Toddler Program

A. Interagency Agreement and Protocols

The school district, as the local lead agency for Part B, shall initiate the development of a signed interagency protocol with the regional Infant/Toddler Program (ITP) of the Department of Health and Welfare (DHW), the lead agency under Part C of the IDEA ~~2004~~. The protocol shall be in accordance with the current state Interagency Agreement for Early Childhood Special Education Services and Early Intervention for Children Ages Two through Five. See Appendix 5B.

The protocol will outline the obligations of each agency to ensure:

1. a smooth and effective transition of children served under Part C to early childhood special education services (ECSE) under Part B,

2. by the child's third birthday, eligibility for Part B services has been determined and an IEP or Individual Family Service Plan (IFSP) has been developed and implemented, and

3. each district and agency shall participate in transition planning conferences.

NOTE: A child, who turns three (3) after May 1, has been determined eligible for Part B services, and parental consent has been obtained for initial placement for Part B services, can be served as outlined in the IFSP by the ITP until school starts in the fall. This is the case unless specified differently in the local interagency protocol.

B. Part C to Part B Transition Planning

In the case of a child who may be eligible for ECSE services, the district shall participate in a transition planning conference with the family arranged by the ITP. The conference will be conducted at least ninety (90) calendar days (and up to nine (9) months at the discretion of all parties) before the child's third birthday to discuss eligibility requirements under Part B of the IDEA ~~2004~~, needs and concerns of the child and family, and any services the child may receive.

For a complete and detailed description of all required transition activities, documentation and timelines, refer to Appendix 5B.

The ITP has the responsibility to:

1. notify the school district and SDE of potentially eligible children,
2. invite and coordinate a transition planning meeting to review the process to determine eligibility and assess service options available,
3. establish a plan for facilitating the transition of the toddler with a disability to early childhood special education services,
4. provide the district with a copy of the Child Outcome Summary Form (COSF) completed at exit, and
5. upon invitation, attend the initial IEP meeting.

The school district has the responsibility to:

1. make contact with the family and provide notice of procedural safeguards and written information about the Part B and early childhood special education services. This information may be provide in person, at a transition conference, or by mail.
2. attend and participate in the transition planning meeting,
3. determine eligibility and develop an IEP or IFSP prior to child's third birthday,
4. consider the Part C COSF exit outcome data ~~for~~ to help determine Part B early childhood entry outcome data,
5. invite ITP representatives, at the request of the parent, to the initial IEP meeting, and

6. obtain consent for initial provision of special education and related services under Part B.

C. IEP or IFSP Required

1. By the child's third (3rd) birthday, the district shall have an IEP or IFSP in place for each student three (3) through five (5) years old who is eligible for ECSE services.

2. In developing the IEP, the IEP team shall consider the content of the IFSP including:

   a. the ~~natural environments~~ least restrictive environment statement, and

   b. the educational component that promotes school readiness, pre-literacy, language and numeracy skills

3. The IFSP may serve as the IEP of the child, if:

   a. agreed by the district and the child's parents,

   b. a detailed explanation of the differences between the IFSP and the IEP is provided to the parents (See Appendix 5B),

   c. parental written informed consent is obtained, and

   d. developed according to the IEP procedures outlined in Section 2 of this chapter. If the district elects to use an IFSP, the district is required to implement only the educational components of the IFSP.

D. Consent and Notice Requirements

1. Notice Announcing Initial IEP Team Meeting: The district shall inform the parents of their rights to request the participation of ITP representatives at the initial IEP team meeting for children previously served by Part C.

2. Release of Information: The district shall obtain written parental consent for the release of information to obtain pertinent student records from non-educational agencies such as ITP, developmental disabilities agencies, medical providers, day-care centers, and Head Start.

3. Assessments: At the transition planning conference, if further assessments are necessary to determine eligibility, the student's present levels of academic and functional performance, and goals or services on the IEP, informed consent to evaluate is required. (Parental consent for assessment under Part B is required even though the parent may have given consent earlier under Part C). Otherwise, only

written notice to inform the parent of the district's decision to use the current evaluation data, and not to conduct any further assessments, shall be provided to the parent. The parent shall also be informed of his or her right to request additional assessments.

4. Consent for Initial Provision of Special Education and Related Services: Parental consent for the initial provision of special education and related services and written notice for the implementation of the IEP or IFSP under Part B is required. Eligibility, initial provision of services, and LRE placement shall be documented for Part B services.

~~E. Child's Status During Due Process Hearing Proceedings~~

~~If an educational placement dispute arises involving a child transitioning from Part C to Part B, the child cannot remain in Part C services when he or she is over the age of three. If the child is found eligible for special education and related services under Part B and the parent consents to the initial provision of special education and related services, then the school district shall provide those special education and related services that are not in dispute between the parent and district until completion of all the hearing proceedings. If the parent does not give written consent for the special education or related services, the student will not receive services until completion of the hearing proceedings.~~

Section 6. Students with Disabilities in Adult Prisons

The following requirements apply for students with disabilities ages eighteen (18) to the semester when they turn twenty-one (21) who are convicted as adults under Idaho law and incarcerated in adult prisons:

1. A student identified as a student with a disability, who is eligible for special education, and who is convicted as an adult and incarcerated in an adult prison, is not subject to Child Find, but if already identified is entitled to FAPE until age twenty-one (21).

2. The student will not participate in statewide assessments.

3. Transition planning and services do not apply if the student will remain in prison beyond the semester of his or her twenty-first (21st) birthday.

The IEP team may revise the student's IEP and placement, regardless of the LRE requirements, if the state has demonstrated a bona fide security or other compelling penological interest that cannot be otherwise accommodated.

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Chapter 6

LEAST RESTRICTIVE ENVIRONMENT

Chapter Contents

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Chapter 6
Least Restrictive Environment

The IDEA ~~Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004)~~ states that, to the maximum extent appropriate, all students with disabilities, three (3) to twenty-one (21) years of age, are to be educated with age appropriate peers who are nondisabled~~, both with and without disabilities.~~ This is known as the least restrictive environment (LRE). The LRE is the appropriate balance of settings and services to meet the student's individual needs. The district shall have an array of services and a continuum of educational setting options available to meet the individual LRE needs of each student.

An appropriate LRE is one that enables the student to make reasonable gains toward goals identified in an individualized education program (IEP) while being educated with peers who are nondisabled to the maximum extent appropriate as determined by the IEP team on a case by case basis. The student's IEP shall indicate the LRE for the student and explain to what extent, if any, the student will or will not participate in the general education classroom environment, the general education curriculum, and extracurricular or other nonacademic activities. This provision includes students with disabilities placed in public or private institutions or other care facilities.

Special classes, separate schooling, and other removals of a student with a disability from the general education environment may occur only when the nature or severity of the disability is such that education in the general education class, even with the use of supplementary aids and services, cannot be achieved satisfactorily.

Section 1. Least Restrictive Environment Considerations

A. When to Make and Review Placement Decisions

1. Placement decisions for a student with a disability are made following the determination of the individual needs, goals, and required services.

2. Placement decisions are revisited at least annually by the IEP team, which includes the ~~parent and/or adult student~~ parent/adult student and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement options available ~~in the district~~.

3. Placement decisions are reconsidered, as appropriate, when an IEP team is convened to review a student's academic, functional, or developmental progress.

B. Considerations in Placement Decisions

LRE decisions are made individually for each student. The IEP team shall consider the following when determining the LRE in which the IEP can be implemented:

1. IEP Goals and Services: The student's ~~IEP~~ goals and services are ~~is~~ developed prior to the determination of the ~~location of~~ services and settings. The services and settings needed by each student with a disability must be based on the student's ~~IEP and~~ unique needs that result from his or her disability, not on the student's category of disability.

2. Age Appropriate Peers: Students with disabilities shall be educated with age-appropriate peers to the maximum extent appropriate. A student with a disability is not removed from age-appropriate general education environments solely because of needed accommodations and/or adaptations in the general education curriculum.

3. School of Attendance: A student with a disability shall be educated in the school as close as possible to the student's home and unless the IEP requires some other arrangement, the student is educated in the school he or she would attend if not disabled.

4. Harmful Effects: Consideration shall be given to any potential ~~current or long term~~ harmful effect on the student or on the quality of services the student needs~~, including the student's ability to graduate and achieve their post high-school goals~~.

5. Accommodations and/or Adaptations: A student with a disability is not removed from general education settings solely because of needed accommodations and/or adaptations in the general education curriculum.

6. Participation in Nonacademic and Extracurricular Services and Activities:

    a. A student with a disability shall be allowed to participate with students without disabilities in nonacademic and extracurricular services and activities to the maximum extent appropriate. These services and activities may include meals, recess, field trips, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the district, referrals to community agencies, career development, and assistance in making outside employment available.

    b. The IEP team determines the supplementary aids and services that are appropriate and necessary for the student to participate in nonacademic settings and extracurricular services and activities.

C. Documentation of Placement Decisions

If the student will not participate *entirely* in the general education classroom, curriculum, and/or nonacademic and extracurricular activities, the IEP shall include a written explanation justifying the IEP team's decisions including the consideration of supplementary aids and services. The district shall provide the parent/adult student with prior written notice whenever the IEP team proposes to change or refuses to change the educational placement of the student.

Section 2. District Responsibility for Continuum of Settings and Services

The continuum of settings includes instruction in general classes, special classes, special schools, home instruction and instruction in hospitals and institutions. In addition, the continuum makes provision for supplemental services, such as resource services or itinerant instruction, to be provided in conjunction with the general classroom. In determining appropriate settings and services for a student with a disability, the IEP team shall consider the student's needs and the continuum of alternate placements and related services available to meet those needs. Regardless of placement, the student shall be given appropriate access to the general education curriculum, as determined by the IEP team. The district shall be able to justify the available continuum of services and placement decisions for individual students.

All LRE considerations also apply to preschool students ages three (3) to five (5) years with disabilities who are entitled to receive a free appropriate public education (FAPE). Settings for implementing IEPs for students of legal kindergarten-age are the same as for all other school-age students. Settings for implementing IEPs for preschool-age students may include public or private early childhood programs. Public schools that do not operate early childhood programs for preschool students without disabilities are not required to initiate such programs solely to satisfy LRE requirements. IEP teams in ~~Public~~ public schools that do not have an inclusive public preschool that can provide all the appropriate services and supports to meet the individual needs of preschool students with disabilities, shall explore alternative methods to ensure LRE requirements are met for preschool students ages three (3) to five (5) years, which may include:

1. providing opportunities for participation (even part-time) of preschool students with disabilities in public or private regular early childhood programs operated for preschool students without disabilities by other agencies, such as Head Start;

2. placing preschool students with disabilities in the following:

    a. private early childhood programs for preschool students *without* disabilities; or,

    b. private early childhood programs or other community-based early childhood settings that integrate students *with and without* disabilities; and,

3. locating classes for preschool students with disabilities in elementary schools.

See Chapter 11 for information regarding prior written notice requirements that apply to proposed or refused changes in educational placement.

Section 3. Federal Reporting of LRE

The IEP includes a section for reporting the educational environments required for the Federal ~~December 1~~ Child Count (annual report of children served collected on any date between October 1 and December 1 of each year). This section is for reporting the amount of time the student spends in the general education environment, with or without special education and related services. After determining the LRE and the educational environments in which the student will receive their general education instruction and special education services, the IEP team will document the educational environment for federal reporting.

Chapter 7

DISCONTINUATION OF SERVICES, GRADUATION, AND GRADING

Chapter Contents

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Chapter 7
Discontinuation of Services, Graduation, and Grading

Section 1. Discontinuation of Services

A. Students Who Are No Longer Entitled to Services

The district will follow appropriate procedures to discontinue special education services to students who are no longer entitled to those services.

1. Student No Longer Meets Eligibility Criteria

   If it is suspected that a student no longer meets the eligibility criteria for the IDEA ~~Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004)~~, the evaluation team will conduct a reevaluation and arrange to have additional assessments conducted if necessary. If the student is no longer eligible under the Idaho eligibility standards, the district will provide the ~~parent and adult student~~ parent/adult student with written notice of this decision prior to discontinuing special education services.

2. Student Completes Requirements for a High School Diploma

   The district's obligation to provide special education services ends when the student meets the district and State requirements that apply to all students for receipt of a regular high school diploma without adaptations. Although this is considered a change of placement, a reevaluation is not required. Prior to graduation and the discontinuation of special education services the district shall:

   a. provide the ~~parent and/or adult student~~ parent/adult student with written notice of the district's obligation to provide special education services ends when the student obtains a regular high school diploma; and

   b. provide the ~~parent and/or adult student~~ parent/adult student with a written summary of academic achievement and functional performance which shall include recommendations to assist the student in meeting his or her postsecondary goals. This summary is known as the Summary of Performance (SOP).

3. Student Reaches Maximum Age

   For students who have not yet met their district's high school graduation requirements ~~graduated from high school by meeting requirements without adaptations to regular graduation requirements~~, the district's obligation to provide special education services ends at the completion of the semester in which the student turns twenty-one (21)

years of age. This is considered a change of placement that does not require a reevaluation. If a student is turning twenty-one (21), the district shall:

a. provide the ~~parent and/or adult student~~ parent/adult student with written notice the district's obligation to provide special education services ends at the completion of the semester in which the student turns twenty-one (21) years of age; and,

b. provide the ~~parent and/or adult student~~ parent/adult student written summary of academic achievement and functional performance which shall include recommendations to assist the student in meeting his or her postsecondary goals. This summary is known as the Summary of Performance (SOP).

B. Change in District Obligation to Provide Services

Under certain circumstances, a student may continue to be eligible for special education services, but the district's obligation to provide services changes.

1. Transfer to Another District

   When a student is no longer a legal resident of ~~moves out of~~ the district, the district will forward the student's special education records electronically or by mail within ten (10) calendar days of the request from the new district. The records shall include, at least, the student's most recent individualized education program (IEP) and eligibility documentation. The sending district will retain copies or originals of the most recent six (~~5~~6) years of programmatic and fiscal records, including IEPs and eligibility documentation. During an audit, Child Count verification, or monitoring, this documentation may be needed to demonstrate that the student was eligible for special education and received special education services from the district.

2. Enrollment in Private School or Receives Homeschooling

   When a ~~parent and/or adult student~~ parent/adult student withdraws a student from public school and enrolls him or her in a private school or provides homeschooling, the district's responsibilities vary depending on the circumstances. See Chapters 2 and 9 for more information.

3. Dropouts

   When a student drops out of school, written notice will be sent to the ~~parent and/or adult student~~ parent/adult student and a copy of the notice will be placed in the student's special education confidential file. If the student reenrolls and is still eligible for special education, the previous IEP can be implemented if it is current and appropriate. A new IEP shall be developed if needed.

C. ~~Parent and/or Adult Student~~ Parent/Adult Student Revokes Consent for Special Education Services

When a ~~parent and/or adult student~~ parent/adult student revokes consent for special education services in writing, prior written notice shall be provided specifying when the special education and related services will cease. Note: A parent/adult student has the right to revoke consent for IEP services in their entirety, not service by service. ~~Written notice shall be sent to the parent and/or adult student following the determination of whether or not the student is still eligible to receive special education services.~~ The written notice shall include a statement indicating the district stands ready, willing, and able to provide FAPE should the student remain eligible for special education services.

Section 2. Graduation

Graduation means meeting district and State requirements for receipt of a high school diploma. If a student is not granted a regular high school diploma or if the high school diploma is granted based on completion of adapted graduation requirements, the student is entitled to receive a free appropriate public education (FAPE) through the semester in which he or she turns twenty-one (21) years of age or determined no longer eligible as a result of a reevaluation. A General Education Development (GED) certificate does not meet district requirements that are comparable to a regular high school diploma. The IEP team making these decisions shall include a district representative knowledgeable about State and local graduation requirements.

A. Individualized Education Program (IEP) Team Requirements regarding Graduation:

1. ~~D~~ determine whether the student will meet all state and local requirements to be eligible to graduate from high school and anticipated graduation date~~.~~;

2. ~~D~~ develop the course of study in collaboration with the Parent Approved Student Learning Plan required for every student prior to the end of eighth (8th) grade. The Student Learning Plan will be reviewed annually and may be revised at any time;

3. ~~B~~ beginning no later than the end of the student's ninth (9th) grade, ~~the IEP team shall~~ review annually the student's course of study~~. The IEP team shall~~ , identify and make changes to the course of study needed for the student to meet graduation requirements and become a contributing member of society;

4. ~~The IEP team shall~~ document any accommodations and adaptations made to the district's and State's regular graduation requirements on the student's behalf.

    a. Graduation Requirements with Accommodations

Accommodations to graduation requirements are determined by the IEP team and are deemed necessary for the student to complete graduation requirements. Further:

1) Accommodations to graduation requirements must specifically address completion of the student's secondary program.

2) Accommodations will maintain the same level of rigor to the district and State graduation requirements. For example, a teacher may use different instructional strategies or alternate methods for assessing the student's acquisition of skills that are equally rigorous.

3) Accommodations made to any district or State graduation requirement shall be stated in the student's IEP.

b. Graduation Requirements with Adaptations

Long-term consequences for the student shall be considered when adaptations are made to graduation requirements. Further:

1) Adaptations to graduation requirements shall specifically address completion of the student's secondary program.

2) Adaptations may alter the level of rigor required in the district or State graduation requirements. Examples of adaptations include changes made to course content, objectives, or grading standard that alter the level of rigor.

3) Adaptations of any district or State graduation requirement shall be stated on the student's IEP. The team shall ~~should~~ discuss with the parents the effect of adaptations on regular education diploma and FAPE.

5. Demonstration of Proficiency of State Content Standards State Board of Education rule (IDAPA 08.02.03.105.~~03~~ 06) requires ~~a demonstration of proficiency regarding the 10th Grade Idaho Content Standards as a condition of graduation~~ that each student achieve a proficient or advanced score on the Grade 10 Idaho Standards Achievement Test (ISAT) in math reading and language usage in order to graduate. Each student's IEP ~~receiving special education services~~ will include ~~as part of his or her IEP~~ a statement of how the student will demonstrate proficiency ~~in~~ on the ~~Idaho Content Standards~~ Grade 10 Idaho Standards Achievement Test as a condition of graduation. If the method to demonstrate proficiency is different than meeting proficient or advanced scores on the high school ISAT or the ISAT-Alt, a student with an IEP may meet this requirement by:

a. achieving the proficient or advanced score on the Idaho Standard Achievement Test (ISAT) or, for eligible students, on the Idaho Standard Achievement Test – Alternate (ISAT-Alt); or

b. ~~using the local alternate route established by the local school board as an alternate method of~~ demonstrating proficiency on the content standards through some other locally established plan; or

c. ~~completing~~ having an IEP that outlines alternate ~~graduation~~ requirements for graduation or documents assessment adaptations (adaptations that will invalidate the assessment score). ~~outlined in the IEP.~~

B. Graduation Ceremonies

A special education student who completes his or her secondary program through meeting graduation requirements or criteria established on his or her IEP will be afforded the same opportunity to participate in graduation ceremonies, senior class trips, etc., as students without disabilities. It should be noted the participation in his or her graduation ceremony does not, in and of itself, equate to the receipt of a regular high school diploma or completion of their secondary program.

Section 3. Transcripts and Diplomas

A. Transcript

The transcript serves as a record of individual accomplishments, achievements, and courses completed. Transcripts shall adhere to the following conditions:

1. Accommodations that allow the student to complete and demonstrate that he or she has met graduation requirements will not be noted on the transcript.

2. Adapted course work may be noted on the transcript if the ~~parent and/or adult student~~ parent/adult student is informed in advance and the designation is not discriminatory or identify the student as having a disability or receiving special education.

3. Course designations, titles, or symbols that are used solely to identify adapted course work that is taken by students with disabilities will not be used.

B. Diploma

1. For students who are eligible for special education services, the district will ~~issue a~~ use a regular ~~high school~~ diploma at the completion of their secondary program through meeting graduation requirements or criteria established on his or her IEP; this includes students who meet the graduation requirements with accommodations and/or adaptations.

2. A modified or differentiated diploma or certificate may not be used for students who are eligible for special education unless the same diploma or certificate is granted to students without disabilities in the same graduating class.

Section 4. Grades, Class Ranking, and Honor Roll

Grades earned by students with disabilities will not be categorically disregarded or excluded from district wide grade point average (GPA) standing. The district may establish objective criteria for class rankings, honors, etc., that weight courses according to degree of difficulty or exclude non-core courses so long as such practices are nondiscriminatory. ~~The district may use contracts with a student to establish grading criteria.~~

Chapter 8

CHARTER SCHOOLS

Chapter Contents

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Chapter 8

Charter Schools

Federal law requires that students with disabilities be offered educational choices comparable to those offered to students without disabilities. One of these choices is the opportunity to attend a public charter school. Each public charter school, whether a charter school within a district ~~(LEA)~~ or a charter school LEA (Local Education Agency), shares in the obligation to accept and appropriately serve students with disabilities under the ~~Individuals with Disabilities Education Improvement Act of 2004 (IDEA2004)~~ IDEA in the same manner as any other public school.

The LEA charter school board of directors is required to adopt and ensure that the LEA implements this Manual.

Section 1. Definition and Parent/Student Rights

A. Definition of Charter Schools

In Idaho, a charter school is a public school authorized by Chapter 52, Title 33-5205, Idaho Code. A charter school operates as a nonprofit, publicly funded, nonsectarian school in one of ~~two~~ three ways:

1. as a school within a district, if authorized by the local board of trustees of a school district (LEA); ~~or~~

2. as a school authorized by the district, but operating as a separate LEA; or

3. as its own LEA, if authorized by the Idaho Public Charter School Commission or a college or university.

A charter school is bound by the conditions of its charter~~, all federal laws, and Idaho Code~~ and applicable state and federal law~~.~~

B. The Rights of Charter School Students and Their Parents

~~A charter school student is a public school student. Students with disabilities who attend charter schools and their parents have all of the same rights granted to students who attend other public schools. These rights are provided under the IDEA 2004; the Elementary and Secondary Education Act (ESEA), reauthorized as the No Child Left Behind Act (NCLB); Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA); and the Family Education Rights and Privacy Act (FERPA). Idaho law specifically states that charter schools cannot discriminate against any student on any basis prohibited by federal or state constitutions or any federal, state, or local law. Under Idaho State Law, the charter of an authorized charter school outlines specific mission statements, policies and procedures.~~

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1. Charter schools must have open enrollment that includes:

    a. giving all students an equal opportunity to attend

    b. being open and accessible to all students, including students with disabilities; and

    c. admitting students on the basis of a lottery if more students apply for admission than can be accommodated

2. A charter school shall not adopt an admission standard, policy or procedure that would have the effect of prohibiting or discouraging a student with a disability from enrolling or attending, or have the effect of prohibiting or discouraging a parent of a student with a disability from enrolling his or her child in the charter school by:

    a. establishing an examination or other academic criteria for admission;

    b. requiring any activity in which the school is unwilling to accommodate or adapt their curriculum or academic standards to meet the needs of the student with a disability; and

    c. requiring any activity in which the school suggests implicitly or explicitly that another school district would be a better placement or more capable of providing special education services or delivering education instruction (commonly referred to as "counseling out").

3. A charter school must provide every student with a disability a Free and Appropriate Public Education (FAPE), which shall include appropriate special education services starting the first day of school or upon the first day the student enrolls and begins attending school.

Under Idaho State Law, the charter of an authorized charter school outlines specific mission statements, policies and procedures, and the manner by which special education services will be provided.

Section 2. Responsibility for Services

A. Charter School Authorized by the District and not an LEA (See definition in Section 1.A.1)

The district is ultimately responsible to ensure that the requirements of the IDEA ~~2004~~ are met with respect to students attending charter schools authorized by the district. A charter school's compliance with the IDEA ~~2004~~, Part B, is required regardless of whether the charter school receives any Part B funds.

1. To ensure that a charter school authorized by the district meets the IDEA ~~2004~~ requirements, the district shall ensure services to students with disabilities attending the charter schools are provided in the same manner as the district serves students with disabilities in its' other schools, including providing supplementary and related services onsite at the charter school to the same extent to which the district has a policy or practice of providing such services on the site to its' other public schools.

2. The district shall have information on file with the State Department of Education (SDE) that demonstrates students with disabilities who attend charter schools authorized by the district will receive special education and related services from either the district or the charter school (or a combination of both).

3. The district will ensure that its charter schools participate in all monitoring activities conducted by the SDE.

4. The district shall provide Part B funds and comparable services to the charter school within the district on the same basis as it provides such funds to other public schools within the district.

B. Charter School Operating as an LEA (See definition in Section 1.A.2)

~~Only the Idaho Public Charter School Commission, has the authority to allow the creation of a public charter school that operates as an LEA.~~ Charter schools authorized by the Idaho Public Charter School Commission or a college or university are automatically LEAs. A district authorized school may with the approval of the district become an LEA. A charter school LEA, whether virtual or brick-and-mortar or combination thereof, has an obligation to accept and appropriately serve students with disabilities and is solely responsible to ensure that the requirements of the IDEA ~~2004~~ are met with respect to students enrolled. Compliance with the IDEA ~~2004~~, Part B, is required regardless of whether the public charter school receives any Part B funds. A charter school LEA shall:

1. participate in all monitoring activities conducted by the SDE; and,

2. in its first year of operation, participate in an onsite technical assistance visit by an SDE special education ~~monitoring~~ team to ensure that the essential components of a special education program are in place.

Section 3. Essential Components of a Special Education Program

The Idaho charter school law requires each petition for a charter to describe the manner by which special education and related services will be provided to eligible students with disabilities.

Prior to approving a petition for a charter school, the authorizing entity~~—either the district or the Idaho Public Charter School Commission—~~shall ensure the petition includes:

1. Provisions for nondiscriminatory ~~Nondiscriminatory~~ enrollment procedures to be publically displayed on the charter school's website and in the charter school's enrollment application form.

2. Adequate plans, policies, procedures, contractual or other arrangements, and budget to ensure that students with disabilities attending the charter school will receive special education and related services that meet all the requirements of the IDEA ~~2004~~. The petition should describe how the charter school ~~and its authorizing entity~~ will:

    a. have special education and related services as identified in student IEPs, in place by the first day of the school year;

    b. conduct Child Find activities and evaluations;

    c. develop, review, and revise IEPs in accordance with state and federal law;

    d. employ and use highly qualified special education personnel;

    e. meet LRE requirements;

    f. implement the IDEA ~~2004~~ discipline procedures; and

    g. protect student and parent rights.

3. Provisions to employ special education and related services professionals who are appropriately licensed and/or certificated for the duties they are assigned.

4. A provision for professional development plan for the training needs of special education personnel as well as general education teachers in order to meet the needs of students with disabilities who are enrolled in the charter school.

5. A plan that ensures access to charter school programs, as required by the ADA. This plan may include the actual location of the school, classrooms, and settings within the classrooms to permit access by students with disabilities.

6. A transportation plan for special education students who may, because of the nature of their disabilities, be entitled to specialized transportation as a related service, even if the charter school does not provide transportation to other students.

7. Provisions for notifying the authorizing entity in the event that a ~~formal~~ state complaint or due process hearing request is filed by or on behalf of a charter school student.

Section 4. Charter Schools and Dual Enrollment

~~The Board of Trustees of a district shall adopt procedures governing dual enrollment. The parent or guardian of a student of school age who is enrolled in a public charter school shall be allowed to enroll the student in a public non-charter school for dual enrollment purposes. Any charter school student participating in dual enrollment may enter into any program in the non-charter public school that is available to other students. Special education services (specially designed instruction and related services designed to meet the unique needs of a student with a disability) will be provided as appropriate only in conjunction with enrollment in academic or non-academic programs so the students can meet the education standards of the district.~~
Under Idaho Code, section 33-204, parents of public charter school students "shall be allowed to enroll the student in a public school for dual enrollment purposes." Special education services (specifically designed instruction and services calculated to meet the unique needs of a student with a disability) shall be the obligation of the public charter school. The district shall allow public charter school students who are eligible for special education and who are otherwise qualified to participate in school programs under the dual enrollment law to:

1. enroll in general education courses under the same criteria and conditions as students without disabilities; and

2. receive accommodations in the general education courses for which they are enrolled on a 504 plan, if needed.

Public charter school students may not dually enroll solely for special education. The Board of Directors/Trustees of the public charter school and the traditional school district shall adopt procedures governing dual enrollment.

For detailed requirements and responsibilities governing dual enrollment of charter school students, see Idaho Code, section 33-203-.

Section 5. Funding

A. State Funds

The SDE will make apportionment payments (from state general funds) to each charter school based on attendance figures. The SDE will pay state funds directly to charter schools using the funding formula described in state law. A charter school may also be eligible for the following funds:

1. state funds for special education students who live in licensed group, foster, or personal care services homes under the provision of Idaho Code 33-1002B;

2. district-to-agency contract funds under a provision of Idaho Code 33-2004;

3. funds to serve high numbers of students with emotional disturbance under Idaho Code 33-2005; and

4. state enhancement funding sources.

B. Federal Funds

The SDE disburses federal flow-through funds to all authorized local education agencies (LEA~~'~~s).

1. Charter School ~~Authorized by the District~~ as Part of a District (not an independent LEA)

   The district provides funds under Part B to those charter schools that are part of the district on the same basis as the district provides funds and comparable services to the other public schools. This includes proportional distribution based on relative enrollment of students with disabilities. This distribution is made at the same time as the district distributes funds to their other public schools and must be consistent with Idaho's charter school law. The individual school's approved charter will identify whether the district will provide funding or services of comparable value.

   a. The amount of funds or comparable services will generally be equal to the per student amount the district is allocated from the SDE in the current year multiplied by the charter school's ~~December 1~~ Child Count from the **previous** school year.

   b. Under certain circumstances the district shall allocate Part B funds to an eligible charter school based on the number of special students enrolled and served in the **current** school year.

1) The district will allocate funds to a charter school within 5 months of opening or significantly expanding its enrollment if the charter school notifies the district at least 120 calendar days before it opens or significantly expands its enrollment due to a significant event that is unlikely to occur on a regular basis (such as the addition of one or more grades or educational programs in major curriculum areas), and it takes place before February 1.

2) When these conditions are met, the district will allocate funds to the charter school as follows:

   i. If the opening or expansion occurs prior to November 1, the charter school will be allocated funds in the current school year based on the current school year's ~~December 1~~ Child Count.

   ii. If the opening or expansion occurs after November 1 but before February 1, the charter school will be allocated a pro-rata share of funds in the current school year based on the number of enrolled special education students with active IEPs 30 days after the opening or expansion. The pro-rata share will be the number of days the charter school will be open or expanded, divided by the number of days in the school year, multiplied by the number of special education students.

3) If the opening or expansion occurs on or after February 1, the charter school will be allocated funds in the following school year based on the **following** school year's ~~December 1~~ Child Count.

c. For school districts that have authorized a virtual charter school and the charter school's students are enrolled in the district but live outside district boundaries and receive education outside the district, the SDE will determine the district's Part B funding in the following way:

1) The calculation of the district's allocation will be made exclusive of the charter school's enrollment and special education enrollment (student count).

2) After calculating the allocations for all districts using the federal funding formula and the distribution formula for any supplemental award, the SDE will determine the statewide average per-student allocation.

3) The SDE will add to the district's base allocation an amount equal to the statewide average per-student allocation times the number of

students with disabilities enrolled in and determined to be eligible for and receiving special education services.

~~1.~~

2. Charter School Operating as an LEA

Public charter schools that are LEA's are responsible for adopting and implementing approved policies and procedures for special education and providing an assurance that funds will be used in accordance with Part B allowable uses.

a. In the second and subsequent years of operation, Charter School LEAs will be allocated Part B funds in the same manner as all school districts – in accordance with the federally prescribed funding formula for the distribution of flow through funds.

b. The policy for providing federal special education funds to new charter LEAs in the first year of operation, as required by federal regulation, includes the following steps:

1) The LEA submits its ~~December 1~~ Child Count as required by IDEA ~~2004~~.

2) A SDE Special Education monitoring team visits the new LEA to review the files of the students reported on the Child Count.

3) The monitoring team determines the number of students meeting all eligibility requirements and receiving appropriate special education and related services.

4) Based upon the number of students determined to be eligible, amounts of first- year Part B funds for allocation to the charter LEA are calculated as follows:

i. The statewide average per-student amount of Part B funding in the current year is determined.

ii. That amount is multiplied by the number of students who meet all eligibility requirements and are receiving appropriate special education services to determine the total allocation.

5) The charter LEA then shall complete the Part B application documents. These include:

i. Assurances and Policies and Procedures Adoption

ii. Maintenance of Effort Assurance

iii. Title Part B Budget Form

6) Once the application is submitted and approved, the charter LEA may begin drawing down these funds for the approved special education purposes.

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Chapter 9
PRIVATE SCHOOL STUDENTS

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Documents:

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Chapter 9
Private School Students

Note: For the purposes of this manual, the term "private school student" is the same as a "nonpublic school student." A homeschooled student is not considered a private school student. A student who is enrolled in a virtual public school is not considered a homeschooled student for the duration that they attend that virtual public school.

The IDEA ~~Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004)~~ and Idaho Administrative Code includes the following:

- statutory and regulatory language, which states that students who are voluntarily enrolled in private schools are not entitled to all of the same services, including the right to a free appropriate public education (FAPE), as public school students;
- district responsibilities for special education students under Idaho's dual enrollment law; and
- the legal requirements that come into play when a parent unilaterally enrolls his or her child in a private school and asks the district for reimbursement of these costs.

Section 1. Definitions of Private School Placements

In order to describe the district's responsibilities for serving private school students, it is helpful to distinguish three separate ways that students are placed in private schools. These are defined by who enrolls or places the student in a private school and why.

A. Definition of Voluntary Enrollment by a Parent

A parent may choose to enroll his or her child in a private school for a variety of personal reasons, such as to obtain a religious education, to attend a school with a particular philosophy or curriculum, or because the parent is dissatisfied with the services offered or provided by the district. This is considered a voluntary enrollment. See Section 2 and Section 4 of this chapter for district responsibilities. Note: The IDEA distinguishes between for profit and nonprofit private schools. If a student is placed in a for profit private school by their parents the service plan provisions do not apply.

B. Definition of District Placement

At times, the district may place a student in a private school or facility to fulfill its obligation to provide FAPE. These placements are always made by an individualized education program (IEP) team in accordance with the requirements of Section 3 of this chapter.

C. Definition of Unilateral Placement of Students with Disabilities by their Parents when FAPE is an Issue

A parent may ~~withdraw a student with a disability from a public school and then~~ enroll ~~the~~ a student in a private school or provide services from a private provider at ~~parent~~ parental expense ~~because he or she believes the district has not provided FAPE in a timely manner~~. The parent~~s~~ may ~~attempt to~~ initiate a due process hearing to seek reimbursement for the costs associated with the placement from the district. All students who are placed by a parent when FAPE is an issue are also voluntarily enrolled in a private school. Specific information regarding a parent's request for reimbursement of costs of student enrollment in a private school in this situation is included in Section 5 of this chapter.

Section 2. Students Voluntarily Enrolled by Parents

A. District Consultation with Private School Representatives (may be done in coordination with Title 1 requirements for consultation)

To ensure timely and meaningful consultation a district will consult with private nonprofit elementary and secondary school representatives and representatives of parents of parentally placed private school students with disabilities during the design and development of special education and related services for the students. The consultation process shall include;

1. Child Find: The Child Find process and how parentally placed private school children suspected of having a disability can participate equitably, including how parents, teachers, and private school officials will be informed of the process.

2. Proportionate Share of Funds: The determination of the proportionate amount of federal special education funds available to serve parentally placed private school children with disabilities under this subparagraph, including the determination of how the amount was calculated. Refer to Section 2G of this chapter for information regarding the calculation of the proportionate share of funds.

3. Determination of Special Education and Related Services: Given the amount of funds to be dedicated by the district, the discussion will include the consideration of how, where, and by whom special education and related services will be provided for parentally placed private school students with disabilities, including:

    a. types of services, including direct services and alternate service delivery mechanisms;

    b. how such services will be apportioned if funds are insufficient to serve all students;

    c. how and when these decisions will be made; and

    d. how the provided services will be evaluated.

4. Ongoing Communication: Clarify how the private school and district will operate throughout the school year to ensure that parentally placed private school students with disabilities identified through the Child Find process can meaningfully participate in special education and related services. Annual consultation is not required to make these decisions. The district determines the period between consultations based on changing circumstances within the district, such as significant changes in the total amount of funds to be expended and/or the number and location of private school students with disabilities.

5. Written Affirmation: When timely and meaningful consultation has occurred:

    a. the district will obtain a written affirmation signed by the representatives of participating private schools;

    b. if the representatives do not provide the affirmation within a reasonable period of time the district will forward the documentation of the consultation process to the State Department of Education (SDE).

6. District Decisions: Following consultation with the private school representatives, the district will make final decisions concerning items a-d addressed above in number 3.

7. Written Explanation by the District Regarding Services: If the district disagrees with the views of the private school officials on the provision of services or the types of services, whether provided directly or through a contract, the district will provide to the private school officials a written explanation of the reasons why the district chose not to provide services directly or through a contract.

B. Compliance with Consultation Process

1. General Compliance: A private school official has the right to submit a complaint to the SDE that the district:

    a. did not engage in consultation that was meaningful and timely; or

    b. did not give due consideration to the views of the private school official.

2. Procedure for Complaint

    a. If the private school official wishes to submit a complaint, the official will provide the basis of the complaint to the SDE Special Education Office of Dispute Resolution.

    b. The district will forward the appropriate documentation to the SDE.

c. The SDE will render a written decision whether the district complied with the consultation process requirements.

d. If the private school official is dissatisfied with the decision of the SDE, the official may submit a complaint to the Secretary of the US Department of Education by providing the basis of the complaint against the district to the Secretary, and the SDE will forward the appropriate documentation to the Secretary.

C. Child Find Requirements

The district shall have an ongoing Child Find system to locate, identify, and evaluate all students with disabilities ages three (3) through twenty-one (21) who are educated within the district's geographic boundaries. This includes students who have been placed by a parent in a private nonprofit elementary or secondary school (including a religious school) located in the district regardless of the student's state or local residency. Note: Parents can also ask the district of residence (assuming it is different than the district where the private school is located) to evaluate their student. Both districts would have Child Find responsibilities and cannot share information between the districts without written parental consent. The district of residence would have Child Find responsibilities for students placed in for-profit schools and for children aged three (3) to five (5).

The Child Find process will be designed to encompass the following:

1. The Child Find process will ensure the equitable participation of parentally placed private and homeschool students with disabilities.

2. Child Find activities for private school students will be similar to Child Find activities for public school students, which include the evaluation process within comparable timelines.

3. The district will consult with private school representatives and representatives of parents who place their children in private schools regarding the Child Find procedures.

Note: The cost of Child Find is not counted toward the pro-rated proportionate share that the district must spend on services.

D. Annual Count of Eligible Students

The district shall conduct an annual count ~~on December 1~~ of eligible students and report to the State Department of Education the number of private school children evaluated, the number found eligible and the number who are provided with special education services. Students aged three (3) to five (5) must have their special education services identified on an IEP since Idaho does not have state-funded preschool programs. ~~This includes 3-5 year olds identified though the~~

~~child find process that are enrolled in private schools that meet the definition of an elementary school.~~ This count will be used to determine the amount of funds the district shall expend providing special education and related services to private school students in the next school year (see Section 2E). The district will consult with representatives of private school students to determine how to conduct the count.

E. Provision of Services

Provision of services applies to all eligible students who attend non-profit private elementary and secondary schools within the district's geographical boundaries regardless of where they reside. Parentally placed private school students with disabilities do not have an individual right to receive some or all of the special education and related services that the student would receive if enrolled in a public school. Services offered to parentally placed private school students are determined through the district and private school consultation process.

1. District Responsibilities

   a. Private school students with disabilities may receive a different amount of services than public students with disabilities; they are not entitled to every service or the amount of service that they would receive if enrolled in public school. This means that it is possible for a private school student to receive only a related service or piece of equipment.

   b. Special education and related services provided to parentally placed private school students with disabilities, including materials and equipment, will be secular, neutral and non-ideological.

   c. The district is required to offer FAPE to private school students who reside in their district, including when the student attends a private school outside of the district boundaries. Unless ~~unless~~ the parent makes clear their intention to keep their child in the private school, the district of residence must develop an IEP.

   d. Services may be provided at a public school building or another agreed upon site (including parochial schools to the extent consistent with the law) determined by the district in consultation with appropriate representatives of private school students.

   e. Services provided to private school students with disabilities must be provided by personnel meeting the same standards as personnel providing services in the public schools.

2. Eligibility for Services

If an evaluation team determines that a student needs special education and related services:

a. The district of residence shall offer to make FAPE available upon enrollment or dual enrollment in a district public school~~;~~. The district of residence must develop an IEP for the student who is parentally placed in private school unless the parent makes clear an intent not to consider public school enrollment. The district has no obligation to implement that IEP unless the student enrolls in the public school~~; or~~.

b. If the parent chooses not to enroll the student in the district of residence and designated funds are available in the district in which the private school is located, a meeting will be held to develop a Services Plan (SP). The meeting will include a representative of the private school to develop a SP. The SP is developed by the same members that would constitute the IEP team.

c. Any services the district provides to a private school student shall be in accordance with an SP.

3. Service Plan (SP) Development

The SP shall describe the specific special education and related services that will be provided to the student in light of the determinations that have been made by the district. To the extent appropriate, the district shall initiate and conduct meetings to develop, review, and revise SPs in accordance with the following requirements:

a. Given the services that the district has elected to provide to private school students, the SP must meet the requirements of the IEP to the extent appropriate (see Chapter 5). The SP excludes sections pertaining to:

1) extended school year (ESY) services;

2) participation in statewide and district wide assessments;

3) placement determination (least restrictive environment);

4) ~~December 1~~ Child Count federal report settings; and

5) elements that, although typical for an IEP, would be inappropriate given the services the district has elected to provide.

b. An SP shall be in effect at the beginning of each school year and accessible to each person responsible for its implementation.

c. Meetings shall be held to review and revise SPs at least annually to address any lack of student progress toward goals and in the general education curriculum.

d. The SP team members include the same members as an IEP team. The district will ensure that a representative of the private school attends these meetings or participates by some other means.

e. A parent shall be invited to SP meetings at a mutually agreed upon date and time. The invitation must indicate the purpose, time, and location of the meeting. The parent shall be informed that he or she may bring other persons knowledgeable about the student to the meeting. A copy of the SP will be given to the parent.

f. The team developing the SP will consider the student's strengths and results of the most recent evaluations. The private school general education teacher should participate in the development, review, and revision of the SP.

g. If necessary for a private school student to benefit from or participate in the services the district has elected to provide, the district shall provide transportation from the student's school or home to the site where services will be provided. The district shall take the student back to either the private school or the home, depending on the timing of the services. In this sense, transportation is not a related service but a means of making the services offered accessible. Transportation costs may be included in the district's expenditure requirement. The district is not required to transport the student from home to the private school.

F. Dispute Resolution

Due process hearings are available to parents of private school students only on the issue of Child Find and evaluation. Parents may challenge decisions regarding the provision of services by filing a ~~formal~~ state complaint with the SDE. (See Chapter 13 for more information on dispute resolution options.)

G. Determining the Proportionate Funding for Private School Students

IDEA ~~2004~~ requires school districts to dedicate at least a proportionate share of funds received under Part B to provide services for parentally placed students with disabilities who attend private schools within the boundaries of the district, regardless of their place of residence. To determine this proportionate amount, the district shall first determine the number of these private school students through the Child Find activities developed in the consultation process with private school representatives.

The number of parentally placed private school students is divided by the total (public and private) number of students with disabilities in the district to arrive at the percentage of private school students with disabilities. This percentage is then applied to the total funding received by

the district under Part B grants Section 611 (ages three (3) to twenty-one (21) and Section 619 (ages three (3) to five (5) to determine the district's obligation.

Example for the XYZ School District:

a. The number of parentally placed private school children within the district on December 1, ~~2005~~ 2015: **10**

b. The number of public school children with disabilities on December 1, ~~2005~~ 2015: **90**

c. Percentage of private school children with disabilities: **A** divided by **A+B = 10%**

d. Total Part B funds allocated for school year ~~2006-2007~~ 2016-2017: **$150,000**

e. Amount the district shall spend on providing special education and related services to parentally placed private school students in ~~2006-2007~~ 2016-2017: **C x D = $15,000**

1. State and local funds may supplement but may not supplant the proportionate amount of ~~F~~federal funds required to be expended for parentally placed private school children with disabilities.

2. The costs of private school consultations and of carrying out Child Find activities may not be paid from the proportionate share of funds.

3. The cost of any special education or related service, such as direct service, consultation, equipment, materials, or transportation may be used to determine that the district has satisfied its expenditure requirement for private school students with disabilities.

4. If all proportionate funds set aside for private school students in a given fiscal year are not expended in that year they shall be carried forward into the next year for the purpose of providing equitable services.

H. Expenditure Guidelines

1. The district may place equipment and supplies that are purchased with Part B funds in a private school for a period of time needed for a program for eligible students with disabilities; however, the district shall:

   a. retain title and exercise continuing administrative control over all equipment and supplies;

b. ensure that all equipment and supplies are used only for Part B purposes;

c. ensure that all equipment and supplies can be removed without remodeling the private school; and

d. remove equipment and supplies if necessary to prevent unauthorized use.

2. The district may use Part B funds to pay an employee of a private school to provide services to students with disabilities when the employee performs the services:

   a. outside of his or her regular hours of duty; and

   b. under public supervision and control.

3. Part B funds shall not be used to:

   a. finance the existing level of instruction in the private school or otherwise benefit the private school;

   b. meet the needs of the private school; or

   c. meet the general needs of students enrolled in the private school.

4. Part B funds shall not be used for repairs, remodeling, or construction of private school facilities.

5. If it is possible for classes to include students enrolled in both public and private schools, then the classes must not be organized separately on the basis of school enrollment or religion.

6. The district shall not appropriate any funds to private schools controlled by any church, sectarian, or religious denomination.

Section 3. Students Placed by the District

When the district places a student with a disability in a private school or facility, as a means of providing special education services through the IEP team process, the district shall ensure the following:

1. All special education procedures and timelines are followed.

2. Special education and related services are provided in accordance with an IEP.

3. A representative of the private school or facility attends or participates in the meeting to develop the IEP. If the representative cannot attend other measures such as conference telephone calls will be used to ensure participation.

4. The responsibility for reviewing and revising IEPs remain with the district.

5. Services are provided at no cost to the parent, including reimbursement to the parent for transportation and other costs associated with participation at an IEP meeting conducted in a geographical area outside the jurisdiction of the district.

6. The placement in the private school or facility is the least restrictive environment for that student.

7. The student is provided an education that meets state and district standards.

8. The student is afforded the same rights as students with disabilities who attend public schools.

9. The parent is afforded the same rights as parents of students attending public schools.

In accordance with federal and state law, the SDE shall approve special education programs in private schools and facilities. The district shall ensure a program is approved prior to placing a student in that school or facility.

At the discretion of the district, once a student with a disability enters a private school or facility, meetings to review and revise the IEP may be initiated and conducted by the private school or facility. If the private school conducts a meeting, the district shall ensure that the parent and a district representative are involved in and agree to any proposed changes in the IEP before the changes are implemented.

Section 4. Dual Enrollment of Private School Students by Parents

According to Idaho Code, parents of private school students "shall be allowed to enroll the student in a public school for dual enrollment purposes." Private school students who are dually enrolled are considered to be nonpublic school students. The district shall allow private school students who are eligible for special education and who are otherwise qualified to participate in school programs under the dual enrollment law to:

1. enroll in general education courses under the same criteria and conditions as students without disabilities; and

2. receive accommodations in the general education courses for which they are enrolled on a Section 504 plan, if needed.

Private school students may not dually enroll solely for special education and/or related services. The dual enrollment statute does not establish an entitlement to FAPE for a student with a disability. This means that there is no individual right to receive some or all special education services that the student would receive if enrolled in public school.

The reporting of attendance for private school students in the district is allowed under dual enrollment. If a student attends at least 2.5 hours per week without rounding hours, he or she shall be included in the weekly aggregate attendance. The average daily attendance (A.D.A.) is computed as .5 if the aggregate weekly hours are 2.5 or greater but less than 4.0 hours. When there are 4.0 hours or greater, divide by 4 to get the A.D.A.

Dually enrolled private school students could also be eligible to receive services that have been agreed upon through the district and private school consultation process. These services would be delivered through a SP.

Section 5. Unilateral Placement of Student by Parents when FAPE is an Issue

A. General Provisions for Reimbursement to the Parent

1. The district is required to make FAPE available to all eligible students with disabilities. If parents do not access FAPE, then the district is required to make provisions for private school students to receive Part B services consistent with Section 2E of this chapter.

2. The district is not required to pay for costs of tuition, special education, or related services and associated costs at a private school or facility for a student who was unilaterally placed there by a parent if the district made FAPE available to the student in a timely manner. If a parent disagrees with the availability of FAPE and there is a question about financial responsibility, the parent may request a due process hearing.

3. If the parent of a student with a disability~~, who previously received special education and related services from the district ,~~ enrolls the student in a private elementary or secondary school or obtains services from a private provider at parent expense, without the consent of the district, a court or hearing officer may order the district to reimburse the parent for the costs of unilaterally placing the student in a private school if the court or a hearing officer determines that:

    a. the district had not made FAPE available to the eligible student in a timely manner prior to the time the parent enrolled the student in the private school; and

    b. the parent's placement is appropriate.

4. A hearing officer may find a student's placement in a private school or facility by a parent appropriate even if the private school or facility does not meet state standards. A private school will be deemed appropriate if the parent demonstrates that the private placement provides educational instruction specially designed to meet the unique needs of the child with a disability, supported by such services as are necessary to permit the child to benefit from that instruction.

B. Denial or Reduction of Reimbursement to the Parent

A court or hearing officer may reduce or deny reimbursement to a parent for the cost of a unilateral placement in a private school or facility under the following circumstances:

1. The parent did not inform the district that he or she rejected the placement proposed by the district to provide FAPE and did not state his or her concerns and intent to enroll the student in a private school. This ~~written~~ notification by the parent shall be provided to:

    a. the IEP team at the most recent IEP meeting prior to removing the student from the public school; or

    b. the district, in writing, at least ten (10) business days (including any holidays that occur on a business day) prior to removing the student from public school.

2. Prior to removal of the student from the public school, the district informed the parent of its intent to evaluate the student (including a statement of the purpose of the evaluation that was appropriate and reasonable), but the parent did not make the student available for the evaluation.

3. A judicial decision finds unreasonableness with respect to the actions taken by the parent.

Reimbursement shall not be reduced or denied under any of the following circumstances:

1. The district did not notify the parent of his or her obligation to provide the notice set forth in number 3 above or the district prevented the parent from providing that notice.

2. The parent had not received written notice.

3. The district's proposed placement would likely result in physical harm to the student.

Reimbursement may not be reduced or denied at the discretion of a court or hearing officer for failure to provide this notice if:

1. The parents are not literate or cannot write in English, or

2. The district's proposed placement would likely result in serious emotional harm to the student.

Section 6. Out of State Students Residing in Residential Facilities

For school-age special education students from outside the state of Idaho who, due to the nature and severity of their disabilities, are residing in licensed public or private residential facilities within the state of Idaho, the school district in which the residential facility is located will provide education services to such students if requested by the licensed public or private residential facility and an agreement is entered into with the residential facility. The district will be given the opportunity to provide input on any federally required education programs or plans for such students.

A. Contract for Education Services

The contract with a residential facility will include the following provisions:

1. The education services to be provided by the district.

2. The amount to be paid by the licensed public or private residential facility.

The amount paid will be equal to the district's full cost of providing the education services delineated by the contract as determined by the district. Such students will be excluded from all average daily attendance and other reports provided to the state that would result in the distribution of state funding to the district.

In the event a residential facility fails to sign a contract with the district agreeing to pay the full cost for providing education services, the school district in which the residential facility is located will not be responsible for providing education services to the out-of-state students residing in the residential facility.

B. Determining Residency

In determining whether a student is from outside the state of Idaho, the school district in which the residential facility is located will determine the primary residency of the student's parent or guardian. Proof of Idaho residency will be established by showing an Idaho motor vehicle driver's license, payment of Idaho state income taxes, or other documentation evidencing residency within the state of Idaho.

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Affirmation of Consultation with Private School Officials

and Representatives of Parents

P.L. 108-448 Individuals with Disabilities Education Improvement Act of ~~2004~~ (IDEA ~~2004~~) requires that timely and meaningful consultation occur between the district and private school representatives ~~and representatives of parents of parentally placed private school students with disabilities~~.

The following topics are to be discussed during the consultation:

- The Child Find process and how parentally placed private school students suspected of having a disability can participate equitably, including how parents, teachers, and private school officials will be informed of the process;

- The determination of the proportionate amount of Federal funds available to serve such students, including the determination of how the amount was calculated;

- The consultation process among the district, private school officials, and representatives of such students, including how such process will operate throughout the school year to ensure that such students identified through the Child Find process can meaningfully participate in special education and related services;

- How, where, and by whom special education and related services will be provided for such students, including a discussion of types of services, including direct services and alternate service delivery mechanism, how such services will be apportioned if funds are insufficient to serve all [such students], and how and when these decisions will be made; and

- If the district and a private school official disagree on the provision of services or types of services, the district will provide a written explanation of its decision to the private school official.

The district shall obtain a written affirmation signed by the representatives of participating private schools. If such representatives do not provide such affirmation within a reasonable period of time, the district shall forward documentation of the consultation process to the State Department of Education (SDE).

A private school official shall have the right to submit a complaint to the SDE that the district did not engage in consultation that was meaningful and timely or did not give due consideration to the views of the private school official. The district shall forward the appropriate documentation to the SDE. If the private school official is dissatisfied with the decision of the SDE, such official may submit a complaint to the Secretary of Education by providing the basis for the noncompliance.

Provision of equitable services shall be provided by employees of the district or through contract by the district with an individual, association, agency, organization, or other entity. Special education and related services provided to such students, including materials and equipment, shall be secular, neutral, and non-ideological.

The control of funds used to provide special education and related services, and title to materials, equipment, and property purchased with [Federal special education] funds shall be in the district for the uses and purposes provided, and the district shall administer the funds and property.

We agree that the district provided timely and meaningful consultation regarding the bulleted items above.

_____	_____	_____	_____
District Official	Date	Private School Official	Date

_____	_____
District Name & Number	Private School Name

Chapter 10

IMPROVING RESULTS

Chapter Contents

Documents:

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Chapter 10
Improving Results

This chapter reflects the changes in the IDEA ~~Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004~~) that focus on improving educational outcomes, analyzing and reporting data to the public, and ensuring that personnel who work with students with disabilities are prepared to meet their unique needs.

Section 1. Monitoring Priorities and Indicators

IDEA ~~2004~~ requires increased accountability for programs serving students with disabilities. Monitoring priorities include both performance and compliance goals. Accountability areas established by IDEA ~~2004~~ include a free appropriate public education (FAPE) in the least restrictive environment (LRE), Effective General Supervision, and Disproportionality. Each priority area encompasses specific performance indicators. These indicators include both performance and compliance components. Data on those indicators shall be collected, submitted to the State Department of Education (SDE), and publicly reported annually. That data shall be used to evaluate the effectiveness of programs and identify strategies to improve student outcomes.

The district is required to submit timely and accurate data from which the district's performance will be calculated ~~on the following goals~~ based on the indicators in the Idaho's State Performance Plan, posted online annually on the SDE website.

~~**A. FAPE in the LRE**~~

~~1. Graduation rate~~

~~2. Dropout rate~~

~~3. Participation and performance of students with disabilities on statewide assessments~~

~~4. Suspension and expulsion rates for students with disabilities~~

~~5. Students ages six (6) to twenty-one (21) educated with typically developing peers~~

~~6. Students ages three (3) to five (5) educated with typically developing peers~~

~~7. Students ages three (3) to five (5) developing positive social-emotional skills, early literacy, and behavior~~

~~8. School facilitation of parent involvement to improve services and results~~

~~**B. Disproportionality**~~

1. ~~Representation of race/ethnicity in special education programs~~

2. ~~Representation of race/ethnicity in specific disability categories~~

~~**C. Effective General Supervision**~~

1. ~~Initial eligibility established within sixty (60) days of consent~~

2. ~~Eligibility established for children referred from Part C and receiving services by their 3rd birthday~~

3. ~~By age sixteen (16), students have a coordinated, measurable post-secondary goal(s) and transition services needed to meet their goals~~

4. ~~Students no longer in secondary school who are employed or in post-secondary school, within one year of leaving high school~~

5. ~~Identify and correct noncompliance as soon as possible, but no later than one (1) year from identification~~

~~**D.**~~
A. SDE Responsibility

As part of the SDE general supervision responsibilities, the ~~The~~ SDE is required to collect, review, and analyze data on an annual basis to determine if the state and districts are making adequate progress toward the required performance goals. This ~~monitoring~~ accountability process includes:

1. ~~Measuring~~ measuring performance on goals both for the state and the districts~~.~~;

2. ~~Monitoring~~ monitoring based on district performance ~~data,~~ and compliance data with the IDEA ~~2004 Regulations~~, and progress made toward meeting state goals~~.~~;

3. ~~Identifying~~ identifying districts in one of the following categories: Meets Requirements; Needs Assistance; Needs Intervention; Needs Substantial Intervention~~.~~;

4. ~~Providing~~ providing professional development and technical assistance statewide and targeted technical assistance to districts demonstrating the highest needs~~.~~;

5. ~~Reporting~~ reporting to the public on the state and districts' performance on state goals~~.~~; and

6. ~~Developing~~ developing and submitting an Annual Performance Report/~~and revising the~~ State Performance Plan, as needed, to address state performance on required goals.

~~**E.**~~
B. District Responsibility

Progress on the state's performance goals is directly linked to the districts' efforts and progress in these same areas. On an annual basis and as part of the SDE's general supervision and accountability ~~Continuous Improvement Monitoring~~, the district shall:

1. ensure the data it collects and reports to the SDE regarding special education students and personnel is accurate;

2. use data-based decision-making procedures to review and analyze data to determine if the district is making adequate progress toward performance goals;

3. adjust strategies, as needed, to meet goals and improve student outcomes.

Section 2. Comprehensive Early Intervening Services

Under the IDEA ~~2004~~, the district may use up to 15% of its IDEA Part B allocation in any fiscal year to provide comprehensive early intervening services (CEIS) for students in kindergarten through grade twelve (12),~~(~~with a particular emphasis on students in kindergarten through grade three (3) who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.

These funds may be used for activities that include:

1. Professional development for teachers and other school staff to enable such personnel to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software

2. Providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.

Should a district be found in having significant disproportionality as provided under Part B, the district shall use 15% of its IDEA Part B allocations to provide comprehensive coordinated early intervening services.

A. Budget Requirements

If the district chooses to use IDEA Part B funds in any fiscal year to provide CEIS, the district will budget the amount used to provide these services, up to a maximum of 15% of the total allocation, in the Part B budget that is submitted annually to the SDE as part of the Part B and Preschool Application.

B. Reporting Requirements

When the district uses IDEA Part B funds to provide CEIS, an annual report shall be submitted to the SDE on:

1. The number of children who received CEIS; and

2. The number of children who received CEIS and subsequently receive special education and related services during the preceding two (2) year period.

C. Relationship between FAPE and CEIS

CEIS provided by the district shall not be construed to either limit or create a right to FAPE under the IDEA ~~2004~~ or to delay appropriate evaluation of a student suspected of having a disability.

Section 3. Personnel

The district shall ensure that personnel working with students with disabilities meet the qualifications established by the SDE and have the content knowledge and skills to meet the needs of these students.

A. Appropriate Certification or Licensure

Public school personnel shall meet the appropriate certification or licensure requirements for position assignments. Complete certification standards for personnel providing special education or related services may be found in the handbook titled Idaho Standards for the Initial Certification of Professional School Personnel ~~(April 2006)~~. This handbook is available from the SDE Division of ~~School Support Services~~ Certification.

The lists that follow are ~~general guidelines~~ examples only. They do not include every possible position or licensing situation. For more information call the SDE Division of ~~School Support Services~~ Certification at 208/332-6800.

1. The following special education and related services positions require individuals who are employed by the district to be certificated and to meet any additional licensure requirements:

    a. audiologist;

    b. consulting teacher;

    c. counselor;

    d. director of special education;

    e. early childhood special education teacher;

    f. school psychologist;

    g. special education teacher;

    h. speech-language pathologist; and

    i. supervisor/coordinator of special education.

2. Some special education service providers need both licensure in their area of expertise and certification from the SDE.

    a. School nurses are certificated by the SDE and licensed by the State Board of Nursing.

    b. School social workers are certificated by the SDE and licensed by the Bureau of Occupational Licenses.

3. Some special education service providers must meet the licensure or certification requirements in their respective professions, but certification from the SDE is not required.

    a. Occupational therapists and physical therapists are licensed by the State Board of Medicine.

    b. Vocational education teachers are certificated by the Idaho Division of Professional-Technical Education.

    c. Vocational rehabilitation counselors must meet national standards for Certified Rehabilitation Counseling (CRC) to be employed by the Idaho Division of Vocational Rehabilitation.

4. Individuals who used a consultant specialist provision or a letter of authorization in the past are no longer able to use these emergency certificates as an alternative for individuals to become certificated teachers in Idaho. The district shall use the alternative authorization options to request alternative endorsement/certification when a professional position cannot be filled with someone who holds the appropriate endorsement/certification.

B. Highly Qualified Special Education Teachers

In addition to being certified, K-12 special education teachers in the district who teach core academic subjects shall meet the "highly qualified teacher standards" identified in the Elementary and Secondary Education Act (ESEA) formerly known as No Child Left Behind (NCLB). The highly qualified special education teacher requirement does not apply to preschool programs since early childhood education is not a part of the Idaho public elementary and secondary school system at this time.

1. General Requirements for Special Education Teacher

   Any K-12 special education teacher who is not teaching a core academic subject and only consults with regular education teachers or reinforces instruction from a regular education teacher is highly qualified if the teacher holds a K-12 Exceptional Child Certificate. No waiver or temporary certification qualifies. However, a special education teacher can meet the general requirements of highly qualified if they are enrolled in an approved alternative route to certification program.

2. Requirements for Special Education Teachers Teaching a Core Academic Subject

   If a special education teacher is the primary deliverer of instruction in a core content subject, they shall have met the highly qualified teacher standard in each area taught.

3. Requirements for Special Education Teachers Teaching Multiple Subjects

   In the case of a teacher who is not new to the profession, the special education teacher shall demonstrate competence in all the core academic subjects which the teacher teaches in the same manner as is required for elementary, middle, or secondary school teachers who are not new to the profession.

   In the case of a new special education teacher who teaches multiple subjects, and who is highly qualified in mathematics, language arts, or science, the teacher shall demonstrate competence in the other core academic subjects which the teacher teaches not later than two years after the date of employment.

4. Requirements for Special Education Teachers Teaching to Alternate Achievement Standards

   Both new and veteran special education teachers who teach core academic subjects exclusively to students assessed against alternate achievement standards (students with significant cognitive disabilities) shall be highly qualified by either:

   a. meeting the ESEA ~~NCLB Act~~ requirement for any elementary, middle school, or high school teachers who are new or not new to the profession; or

   b. meeting the requirements of ESEA ~~the Elementary and Secondary Education Act~~ as applied to an elementary school teacher, or, in the case of instruction above the elementary level, demonstrate subject matter knowledge appropriate to the level of instruction being provided and needed to effectively teach to those grade level standards.

5. Assurance of Highly Qualified Standards

   The district shall take measurable steps to recruit, train, hire, and retain highly qualified special education teachers. The district will collect and monitor data about special education personnel qualifications and ensure that personnel are appropriately and adequately prepared to serve students with disabilities.

   In Title I schools, parents will be notified if students are taught for four (4) or more consecutive weeks by a special education teacher who is not highly qualified.

C. Shortage of Personnel

If there is a shortage of highly qualified personnel, the district shall take measurable steps to recruit and hire highly qualified personnel to provide special education and related services to students with disabilities. However, when a professional position cannot be filled with an individual who has the appropriate certification, vacant positions may be filled with personnel on the following approved alternate pathways to teaching:

1. Teacher to New Certification – An individual holds a Bachelor's degree and a valid teaching certificate without full endorsement in area of need. The candidate works towards completing a preparation program for special education certification and is employed by the district.

2. Content Specialist – An individual who is highly and uniquely qualified in an area holds a Bachelor's degree. The candidate works towards completing a preparation program while employed by the district. The preparation program must include mentoring, one classroom observation per month until certified, and prior to entering the classroom; the candidate completes an accelerated study in education pedagogy.

3. Computer Based Route to Teacher Certification – An individual may acquire interim certification through a computer-based alternative route to teacher certification that is approved by the State Board of Education. On November 4, 2003, the Idaho State Board of Education passed a temporary rule approving ABCTE (American Board for Certification of Teacher Excellence) as an alternate route to Idaho certification. During the interim certification, teaching shall be done in conjunction with a two year mentoring program approved by the State Board of Education.

Further information and all requirements for each alternative route to certification are available in Idaho Administrative Code (IDAPA 08.02.02) and the Idaho Standards for the Initial Certification of Professional School Personnel document.

Nothing in the IDEA ~~2004~~ creates a right of action for due process on behalf of a student or class of students for failure to employ highly qualified staff.

D. Paraprofessionals, Assistants, and Aides

The district may employ paraprofessionals, assistants, and aides who are appropriately trained and supervised to assist in the provision of special education and related services to students with disabilities if they meet standards established by the SDE (see the Documents section in this chapter).

Appropriate duties to be performed by paraprofessionals are:

1. ~~Provide~~ provide one-on-one ~~tutoring~~ services for ~~eligible~~ students ~~during non-instructional time by a teacher or related service provider.~~as specified in the students' IEP;

2. ~~Assist~~ assist with classroom management and organizing materials~~.~~;

3. ~~Provide~~ provide assistance in a computer lab or media center~~.~~;

4. ~~Conduct~~ conduct parental involvement activities~~.~~;

5. ~~Act~~ act as a translator~~.~~;

6. ~~Assist~~ assist in provision of ~~instructional~~ services only under the direct supervision of a certified teacher or related service provider, specifically~~.~~:

    a. ~~Teacher~~ a teacher/related service provider plans instruction and evaluates student achievement~~.~~; and

b. ~~Paraprofessional~~ the paraprofessional works in conjunction with ~~works in close and frequent physical proximity to~~ the teacher or related service provider as determined by the student's IEP.

A special education paraprofessional working in a Title I school-wide program shall be highly qualified as demonstrated by the competencies listed in the ESEA ~~NCLB Act~~.

1. All Title I paraprofessionals must have a secondary school diploma or its recognized equivalent.

2. Additionally, except as noted below, paraprofessionals hired after January 8, 2002, and working in a program supported with Title I, Part A funds must have—

   a. Completed two years of study at an institution of higher education(In Idaho, this is 32 credits from an accredited university or college); **or**

   b. Obtained an associate's (or higher) degree; **or**

   c. Met a rigorous standard of quality and be able to demonstrate, through a formal state or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (in Idaho this is the ETS Parapro Praxis with a minimum score of 460).

~~1. Strategies to Assist Individuals in Meeting Paraprofessional Standards~~

~~The district shall assist individuals in meeting the paraprofessional standards established by the SDE. A variety of strategies may be used to assist individuals in developing the skills necessary to meet the paraprofessional standards, including:~~

~~a. participating in on-the-job training with follow-up provided by the supervising teacher;~~

~~b. reading printed materials;~~

~~c. participating in workshops;~~

~~d. viewing videos;~~

~~e. completing university course work;~~

~~f. conducting personal research and studying; or~~

~~g. training sponsored by the district.~~

~~2. Verifying that an Individual has Met Paraprofessional Standards~~

~~The district will determine the means of verification that will be used to assess whether individuals working with students with disabilities have met the paraprofessional standards. Competence may be demonstrated in a variety of ways, such as:~~

~~a. successful performance of duties;~~

~~b. interview with the paraprofessional;~~

~~c. observation;~~

~~d. portfolio assessment;~~

~~e. completion of a course or workshop; or~~

~~f. verification from a former employer.~~

The district may encourage qualified ~~para-educators~~ paraprofessionals employed in their classrooms to become certified teachers. The alternative route preparation program for para-educator to teacher must be completed within five (5) years of admission to the program. Candidates work toward completion of a preparation program while employed by the school district.

E. Educational Interpreters

The district may only employ an individual as an educational interpreter if they have met the state qualifications identified in Idaho Code 33-1304. Educational interpreters employed by the district shall complete a minimum of eighty (80) hours of training in the areas of interpreting or translating every five years.

F. Supervision of Staff

A teacher and/or a related service provider with appropriate certification or licensure who has been informed of his or her specific responsibilities related to a student's IEP has the primary responsibility to ensure the appropriate implementation of the IEP. The district has policies and procedures for the supervision and evaluation of all certificated/licensed or contracted employees.

The certificated/licensed teacher and/or related service provider will generally be responsible for the supervision of all paraprofessionals, assistants, and aides who provide direct services to

students with disabilities. All paraprofessionals, assistants, and aides must have a supervision plan developed by a certificated or licensed professional.

G. Professional Development Plan

The district will take measures to ensure that all personnel necessary to provide special education and related services according to the IDEA ~~2004~~ are appropriately and adequately prepared. Personnel may use a variety of opportunities for technical assistance and training activities to further develop professional knowledge and skills in order to meet the needs of students with disabilities.

To the extent the district determines it is appropriate, paraprofessional personnel may use the technical assistance and training activities offered by the district or SDE to improve practice for paraprofessional supports for special needs students (See Appendix for guidance materials for best practice. ~~fulfill part of the Standards for Paraprofessionals Supporting Special Needs Students. See pages the Documents section of this chapter for a list of the standards.~~

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~~*Special Education HQT Document from Certification~~

~~Standards for Paraprofessionals Supporting Students with Special Needs~~

~~State and federal law requires paraprofessionals who assist in the provision of special education and related services have the skills and knowledge necessary to meet the needs of students with disabilities. To this end, the State Department of Education has developed "Standards for Paraprofessionals Supporting Special Needs"~~

~~Orientation and training in the paraprofessional's first year of employment target entry-level standards to ensure that all paraprofessionals are knowledgeable, have the skills needed to support the programs to which they are assigned, and comply with legal and policy requirements. Training to address intermediate standards can extend over a two-year period and is planned according to the needs of the paraprofessional, as determined by the annual evaluation. Training to address advanced standards is not required.~~

~~(E) = Entry Level (I) = Intermediate (A) = Advanced~~

~~Principle 1: The paraprofessional has a basic knowledge of the discipline(s) taught and supports the teacher/provider in creating learning experiences that make the subject matter meaningful for students.~~

~~Knowledge~~

1. ~~The paraprofessional has the basic academic skills needed to perform his or her assignments. (E)~~

2. ~~The paraprofessional possesses basic educational terminology regarding students, programs, roles, and instructional activities. (I)~~

~~Disposition~~

1. ~~The paraprofessional realizes how the application of learning is useful in life.~~

~~Performance~~

1. ~~The paraprofessional demonstrates the academic skills needed to perform his or her assignment(s). (E)~~

2. ~~The paraprofessional is able to use basic educational terminology to understand assigned tasks. (I)~~

3. ~~The paraprofessional presents subject area content accurately to students. (I)~~

~~Principle 2: The Paraprofessional has a basic knowledge of how students learn and develop and assists in providing opportunities that support the students' intellectual, social, and personal development.~~

~~Knowledge~~

1. ~~The paraprofessional understands which materials and activities are chronologically age appropriate. (I)~~

~~Disposition~~

1. ~~The paraprofessional appreciates individual variations within each domain of development.~~

~~Performance~~

1. ~~The paraprofessional uses developmentally-appropriate and age-appropriate strategies, equipment, materials, and technologies as directed by the teacher/provider. (I)~~

~~Principle 3: The paraprofessional knows that students differ in their approaches to learning and assists in creating instructional opportunities that are adapted to students with diverse needs.~~

~~Knowledge~~

1. ~~The paraprofessional understands the impact that a disability or a combination of disabilities may have on a student's life. (E)~~

2. ~~The paraprofessional knows about different methods that are used by teacher/providers to accommodate individual student learning needs. (I)~~

3. ~~The paraprofessional has a basic knowledge of the strategies used to support the learning of students whose first language is not English. (I)~~

4. ~~The paraprofessional has an awareness of common assistive technology devices used to accommodate student learner needs. (I)~~

5. ~~The paraprofessional understands, in general terms, Idaho's special education requirements, including definitions, qualifications, and services. (I)~~

6. ~~The paraprofessional knows about areas of exceptionality, such as learning disabilities, visual and perceptual difficulties, emotional and behavioral problems, physical and cognitive delays, and giftedness. (I)~~

7. ~~The paraprofessional understands variations of beliefs, traditions, and values regarding disability across cultures and their effect on relationships among the student, the family, and school personnel. (A)~~

~~Disposition~~

1. ~~The paraprofessional has an appreciation of programs for students with diverse needs.~~

2. ~~The paraprofessional believes that all students can learn.~~

3. ~~The paraprofessional believes his or her role includes advocating for, encouraging, motivating, and facilitating individual learning.~~

4. ~~The paraprofessional respects students as individuals with differing backgrounds, skills, talents, and interests.~~

5. ~~The paraprofessional is sensitive to community and cultural norms.~~

~~Performance~~

1. ~~The paraprofessional uses his or her understanding of program requirements to carry out assignments. (E)~~

2. ~~The paraprofessional persists in helping all students achieve success. (E)~~

3. ~~The paraprofessional assists in adapting instructional strategies and materials according to student needs and ability levels. (I)~~

4. ~~The paraprofessional assists the teacher/provider to maintain assistive/adaptive/medical services. (I)~~

5. ~~The paraprofessional demonstrates the ability to carry out a variety of teacher/provider directed accommodations and adaptations to address the individual student's needs. (I)~~

6. ~~The paraprofessional demonstrates proper lifting, carrying, and transferring techniques. (I)~~

7. ~~The paraprofessional uses a number of teacher/provider directed strategies to support the learning of students whose first language is not English. (I)~~

~~Principle 4: The paraprofessional understands and uses a variety of instructional strategies to assist the teacher/provider.~~

~~Knowledge~~

1. ~~The paraprofessional knows where to access a variety of learning resources. (E)~~

2. ~~The paraprofessional understands that students from diverse experiential, cultural, economic, and language backgrounds may need different strategies for learning. (I)~~

3. ~~The paraprofessional has a basic understanding of a variety of instructional techniques used by the teacher/provider. (I)~~

4. ~~The paraprofessional understands basic instructional, remedial, and accelerated methods, techniques, and materials for teaching a variety of students. (A)~~

~~Disposition~~

1. ~~The paraprofessional believes that a variety of instructional strategies may be necessary to meet individual needs.~~

2. ~~The paraprofessional values flexibility and resourcefulness in supporting the teacher/provider in adapting and modifying instruction to address student needs.~~

~~Performance~~

1. ~~The paraprofessional uses a variety of instructional techniques as modeled by the teacher/provider. (I)~~

2. ~~The paraprofessional locates and maintains a variety of instructional resources as directed by the teacher/provider. (I)~~

~~Principle 5: The paraprofessional understands the impact of the educational environment on student learning, self-motivation, and positive social interaction and assists in creating a positive learning environment.~~

~~Knowledge~~

1. ~~The paraprofessional understands district guidelines for protecting the safety, health, and well-being of students and staff (e.g., universal precautions for preventing illnesses and infections, the proper body mechanics for lifting students and heavy objects, CPR, and first aid). (E)~~

2. ~~The paraprofessional understands how social groups function and influence people and how people influence groups. (I)~~

3. ~~The paraprofessional recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help students become self-motivated. (I)~~

4. ~~The paraprofessional understands the goal of promoting student self-determination and self-advocacy skills and his or her role in supporting that goal. (I)~~

5. ~~The paraprofessional has a general understanding of positive behavioral supports. (I)~~

6. ~~The paraprofessional understands the demands of various classroom and non-classroom environments on individuals with diverse learning needs. (A)~~

~~Disposition~~

1. ~~The paraprofessional values the role of students in promoting one another's learning and recognizes the importance of peer relationships in establishing a climate of learning.~~
2. ~~The paraprofessional recognizes the value of intrinsic motivation to students' lifelong growth and learning.~~
3. ~~The paraprofessional values and understands student independence and the "dignity of risk."~~
4. ~~The paraprofessional respects a wide diversity of beliefs, traditions, and values found across cultures and environments.~~
5. ~~The paraprofessional is committed to helping students develop self-confidence and competence.~~

~~Performance~~

1. ~~The paraprofessional carries out school behavior management policies and practices. (E)~~
2. ~~The paraprofessional uses positive behavioral supports, crisis intervention, and restraint techniques consistent with the district/agency policy. (E)~~
3. ~~The paraprofessional assists in establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole. (E)~~
4. ~~The paraprofessional plans for smooth transitions between activities and environments. (E)~~
5. ~~The paraprofessional maintains a safe and effective learning environment for academic and nonacademic settings (e.g., lunchrooms, study halls, playgrounds, and buses). (E)~~
6. ~~The paraprofessional supports a learning community in which individual differences are respected and valued. (E)~~
7. ~~The paraprofessional assists in creating a learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, resolve conflicts, and engage in purposeful learning activities. (I)~~
8. ~~The paraprofessional assists in modifying the learning environment to manage behavior. (I)~~

9. ~~The paraprofessional implements behavioral prevention, intervention, and reinforcement plans that have been developed by the teacher/provider. (I)~~

~~Principle 6: The paraprofessional uses a variety of communication techniques, including verbal, nonverbal, and media in and beyond the classroom.~~

~~Knowledge~~

1. ~~The paraprofessional is aware of effective communication styles. (I)~~

2. ~~The paraprofessional understands how diversity affects community in the classroom. (I)~~

3. ~~The paraprofessional has an understanding of verbal and nonverbal communication. (I)~~

4. ~~The paraprofessional has knowledge of the basic functions of multimedia technology (e.g., computer, video, recorder, projector). (I)~~

5. ~~The paraprofessional has knowledge of basic computer software and functions, e-mail, and the Internet. (I)~~

6. ~~The paraprofessional knows strategies and techniques that facilitate communication for students with diverse needs. (A)~~

~~Disposition~~

1. ~~The paraprofessional values the ways in which people seek to communicate and encourages various modes of communication in the classroom.~~

~~Performance~~

1. ~~The paraprofessional effectively communicates with team members. (E)~~

2. ~~The paraprofessional is a thoughtful and responsive listener. (E)~~

3. ~~The paraprofessional demonstrates sensitivity to cultural and other differences in communication methods (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgement of and responsiveness to different modes of communication and participation). (I)~~

4. ~~The paraprofessional uses a variety of media communication tools, including audiovisual aids and computers, to enrich learning opportunities. (I)~~

~~Principle 7: The paraprofessional implements teacher/provider designed instructional plans based upon knowledge of subject matter, students, the community, and curriculum goals.~~

~~Knowledge~~

1. ~~The paraprofessional understands that instruction is more effective when designed around student strengths, interests, and abilities. (I)~~

2. ~~The paraprofessional knows that a variety of elements (instructional materials, individual student interests, needs, aptitudes, and community resources) are considered when planning instruction for students. (I)~~

3. ~~The paraprofessional understands that curriculum and instructional planning are based on learning theory and child and adolescent development. (A)~~

~~Disposition~~

1. ~~The paraprofessional believes that plans shall always be open to adjustment and revision, as directed by the teacher/provider, based on student needs, student input, and changing circumstances.~~

2. ~~The paraprofessional values planning as a collegial and collaborative activity.~~

3. ~~The paraprofessional values both long-term and short-term planning.~~

~~Performance~~

1. ~~The paraprofessional follows teacher/provider written and verbal plans, seeking clarification as needed. (E)~~

~~Principle 8: The paraprofessional supports the teacher/provider in evaluating the intellectual, social, and physical development of the student.~~

~~Knowledge~~

1. ~~The paraprofessional understands the purposes of formative and summative assessment and evaluation. (I)~~

2. ~~The paraprofessional realizes the need to use multiple strategies to assess individual student progress. (I)~~

3. ~~The paraprofessional understands the distinctions in the roles of teachers/providers, other licensed district/agency professionals, and paraprofessionals in assessing student strengths and needs. (I)~~

~~Disposition~~

1. ~~The paraprofessional values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.~~

~~Performance~~

1. ~~The paraprofessional assists teachers/providers with maintaining student records required by the state or the district. (E)~~

2. ~~The paraprofessional gathers information by using informal and functional assessment methods under teacher/provider direction. (I)~~

3. ~~The paraprofessional objectively shares relevant information about student performance to assist the teacher/provider in the planning process. (I)~~

4. ~~The paraprofessional assists in providing assessment accommodations and adaptations as designed by the teacher/provider. (I)~~

5. ~~The paraprofessional administers formal assessments when given appropriate training and supervision. (A)~~

~~Principle 9: The paraprofessional engages in continued professional improvement toward an identified goal.~~

~~Knowledge~~

1. ~~The paraprofessional has an awareness of his or her professional strengths and needs. (E)~~

2. ~~The paraprofessional is aware of the personal biases and differences that affect job performance. (I)~~

3. ~~The paraprofessional is knowledgeable about resources that provide opportunities for professional growth. (I)~~

~~Disposition~~

1. ~~The paraprofessional embraces lifelong learning.~~

2. ~~The paraprofessional is committed to ongoing reflection, assessment, and learning as a process.~~

3. ~~The paraprofessional is committed to seeking, developing, and continually refining practices.~~

4. ~~The paraprofessional values constructive feedback as a learning tool.~~

5. ~~The paraprofessional values competency and integrity.~~

~~**Performance**~~

1. ~~The paraprofessional uses self-reflection as a means of improving job performance. (E)~~

2. ~~The paraprofessional asks for and accepts feedback from the teacher/provider. (E)~~

3. ~~The paraprofessional documents progress toward his or her professional development. (I)~~

4. ~~The paraprofessional participates in meaningful professional development opportunities in order to demonstrate current, effective practices. (I)~~

~~**Principle 10: The paraprofessional interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.**~~

~~**Knowledge**~~

1. ~~The paraprofessional understands the distinction between the roles of all team members in support of student learning. (E)~~

2. ~~The paraprofessional understands the relationships among school personnel, families, and the larger community and how such partnerships foster student learning. (E)~~

3. ~~The paraprofessional understands the common concerns that the parents of students with diverse needs may have. (E)~~

4. ~~The paraprofessional knows how to respond respectfully to a parent, the community, or another educator in conflict situations. (E)~~

5. ~~The paraprofessional knows the rights and responsibilities of parents, students, teachers, professionals, and schools as they relate to students with learning needs. (E)~~

6. ~~The paraprofessional knows signs of emotional distress, child abuse, substance abuse, and neglect in students and how to follow the procedures to report known or suspected abuse or neglect to the appropriate authorities. (E)~~

7. ~~The paraprofessional understands the expectations for professional conduct, policies, procedures, and laws with regard to student and parent rights. (E)~~

~~Disposition~~

1. ~~The paraprofessional respects the need for beneficial relationships among families, school personnel, and community members.~~

2. ~~The paraprofessional is concerned about all aspects of the student's well-being and is alert to signs of difficulties.~~

3. ~~The paraprofessional respects the dignity, rights, and privacy of students and families.~~

4. ~~The paraprofessional is respectful of distinctions among the roles and responsibilities of paraprofessionals, professionals, and other team members.~~

~~Performance~~

1. ~~The paraprofessional respects student privacy, student rights, and the confidentiality of information. (E)~~

2. ~~The paraprofessional effectively collaborates with team members. (E)~~

3. ~~The paraprofessional follows teacher/provider instructions and honors team decisions in daily practice. (E)~~

4. ~~The paraprofessional provides positive representation of the student, school, and district. (E)~~

5. ~~The paraprofessional develops a rapport with students (e.g., talks with and listens to students) is sensitive and responsive to clues of distress, and seeks outside help as needed. (E)~~

6. ~~The paraprofessional demonstrates professional conduct in accordance with district policies and state laws. (E)~~

7. ~~The paraprofessional exercises objective and prudent judgment. (E)~~

8. ~~The paraprofessional follows policy regarding reporting suspected child abuse, neglect, or threat of harm to the student or others. (E)~~

Chapter 11

PROCEDURAL SAFEGUARDS

Chapter Contents

Documents:

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Chapter 11
Procedural Safeguards

This chapter reflects changes in procedural safeguards as a result of the IDEA ~~Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004).~~

Section 1. Procedural Safeguards Notice

A ~~parent and/or adult student~~ parent/adult student has specific procedural safeguards given to him or her by the IDEA ~~2004~~ and state law. Each district has a document titled *Procedural Safeguards Notice* that is provided to parents/~~and/ or~~ adult students which contains a full explanation of the special education rights. The *Procedural Safeguards Notice* shall include a full explanation of the procedural safeguards, written in the native language of the parents (unless it clearly is not feasible to do so) and written in an easily understandable manner.

A. Procedural Safeguards Notice Contents

The following table lists various topics contained in the *Procedural Safeguards Notice* and identifies what chapter in this Manual provides more information about each topic.

Topic	Chapter
1. parental consent	11
2. written notice	11
3. access to educational records	11
4. independent educational evaluation (IEE)	11
5. the opportunity to present and resolve complaints, including: a. the time period in which to make a complaint b. the opportunity for the district to resolve the complaint c. the availability of SDE mediation d. the differences between a due process hearing complaint and state complaint	13
6. the student's placement during pendency of due process proceedings	13
7. procedures for students who are subject to placement in an interim alternative educational setting (IAES)	12
8. requirements for unilateral placement by parents of students in private schools at public expense	9
9. due process hearings, including requirements for disclosure of evaluation results and recommendations	13
10. civil actions, including the time period in which to file such actions	13
11. attorney fees	13

B. When the Procedural Safeguards Notice Is Provided

The district will provide a *Procedural Safeguards Notice* that includes a full explanation of the special education rights afforded the ~~parent and/or adult student~~ parent/adult student only once per year, except that a copy will be given to the ~~parent and/or adult student~~ parent/adult student:

1. upon an initial referral or ~~parent and/or adult student~~ parent/adult student request for evaluation;

2. upon the first occurrence of a filing of a due process hearing or ~~an administrative~~ a state complaint;

3. when a decision is made to take a disciplinary action that constitutes a change of placement; and

4. upon request by the parent.

A *Procedural Safeguards Notice* suitable for copying can be found in the document section of this chapter.

Section 2. Domestic Considerations

A. Parent

1. Definition

   The term "parent" means:

   a. a biological, adoptive, or foster parent of a child;

   b. a guardian (but not the state if the child is a ward of the state);

   c. an individual acting in the place of a biological or adoptive parent (including a grandparent, step parent, or other relative) with whom the child lives;

   d. an individual who is legally responsible for the child's welfare

   e. an adult student; or

   f. a surrogate parent who has been appointed by the district.

2. Determining Who Has Parental Rights

In determining who has parental rights, individuals should be considered in the following order of priority:

a. a biological parent ~~who retains guardianship~~; unless a Court orders a specific person to act as the parent or to make educational decisions on behalf of the child;

b. a person who has legal documentation (guardianship, power of attorney, custody agreement) of being responsible for the student's welfare;

c. a grandparent, stepparent, other relative, or foster parent with whom the student lives and who is acting as a parent; or

d. a surrogate parent appointed by the district to represent the student's interests in educational decisions.

B. Surrogate Parent

1. Definition

A "surrogate parent" is an individual assigned by the district to assume the rights and responsibilities of a parent under the IDEA ~~2004~~ in any of the following circumstances:

a. No parent can be identified or located for a particular student.

b. The student is a ward of the state.

c. The student is an unaccompanied homeless youth.

The surrogate parent has the same rights as a biological parent throughout the special educational decision-making process.

2. Referral for a Surrogate Parent

Any person who is aware that a student may need a surrogate parent may make a referral for a determination to the district's special education director or an appropriate district administrator. The district will appoint a surrogate in any of the following circumstances:

a. A parent cannot be identified.

b. A parent cannot be found after reasonable efforts to locate the parent.

c. The student is a ward of the state. If a state judge has appointed a surrogate to oversee the care of a student who is a ward of the state, the judge-appointed surrogate may make decisions regarding the student's education, including special education, provided he or she meets the criteria for a district-appointed surrogate.

d. The student is a homeless youth who is unaccompanied.

The district will make a good faith effort and maintain records of attempts to locate a parent. The district cannot appoint a surrogate parent when the biological parent is available but chooses not to participate. When a surrogate parent is needed for a student, the district will appoint a surrogate who meets the conditions set forth in item 3, below. The district will make reasonable efforts to assign a surrogate within thirty (30) calendar days after it determines that the student needs a surrogate.

3. Criteria for Serving as a Surrogate Parent

A surrogate parent may represent the student in all matters relating to identification, evaluation, placement, and the provision of FAPE. The surrogate parent shall:

a. Have knowledge and skills that ensure effective representation.

b. Have no personal or professional interest that conflicts with the interest of the student.

c. Meet the following conditions:

1) is not an employee of the SDE, the district, or any other agency that is involved in the education or care of the student;

2) is not an employee of a nonpublic agency that provides educational care for the student.

Note: A person who otherwise qualifies to be a surrogate parent is not an employee of the district or agency solely because he or she is paid to serve as a surrogate parent.

In the case of a student who is an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents until a surrogate can be appointed that meets all the requirements.

C. Adult Students and the Transfer of Rights

An "adult student" is a student who is at least eighteen (18) years of age to whom special education rights have transferred under the IDEA ~~2004~~ and Idaho Code.

1. Discussion of the Transfer of Rights: Not later than the student's seventeenth (17th) birthday, the IEP team shall discuss the transfer of special education rights to the student. Special education rights will transfer from the parent to the adult student when the student turns eighteen (18) years of age unless:

    a. the IEP team determines that the student does not have the ability to make informed decisions with respect to his or her educational program; or

    b. a parent has obtained legal guardianship from a Court including the scope of educational matters.

2. Basis for Denial of Transfer: During the IEP meeting to discuss the transfer of rights, the IEP team will use the following as the basis for any denial of the transfer:

    a. Evaluation data, test results, written reports, teacher observation, education records, and parent input, including whether the parent intends to seek guardianship.

    b. Answers to the following questions:

        1) Is the student capable of understanding his or her rights?

        2) Is the student capable of exercising his or her rights?

        3) Is the student capable of understanding the consequences and impact of his or her decisions?

3. Following a Determination Concerning the Transfer of Rights: When the student's special education rights transfer at age eighteen (18), the parent and student will be informed that rights have transferred. The IEP shall contain a statement referring to the transfer (or not) of rights:

    a. If the team determines that there is no relevant information about the student to prohibit the transfer of rights at age eighteen (18), the student's IEP shall contain a statement that the student has been informed that special education rights will transfer to him or her. The parent retains the right to receive notices required by the IDEA ~~2004~~.

    b. If the IEP team determines that the student lacks the ability to provide informed consent with respect to his or her educational program, a statement will be included in the IEP indicating that the parent, or other individual if the

parent is not available, will retain all special education rights after the student reaches age eighteen (18).

c. If rights have transferred, the district shall continue to provide notices to the parent, but nothing under the IDEA ~~2004~~ requires parent participation in the process.

4. Revoking a Transfer of Rights: There is nothing in federal or state law that prohibits the IEP team from changing its decision later, based on new information and input. Under state law, a parent can provide legal documentation of a student's incompetence *after* the student reaches age eighteen (18).

D. Emancipated or Married Minors

Idaho law does not provide for the emancipation of minors. However, minors who have been emancipated by a court of law in another state are considered an adult in Idaho. Emancipated minors should be able to provide the legal court document awarding them the power and capacity of an adult. A student under age eighteen (18) who claims to be an emancipated minor, but is unable to provide documentation should be assigned a surrogate parent by the district if a parent cannot be located.

Students under the age of eighteen (18) who are married to an adult, eighteen (18) years or older, are not emancipated minors in Idaho and do not have the power and capacity of an adult student. Instead, the spouse acts as the guardian of the student regarding legal rights and responsibilities.

E. Ward of the State

The term "ward of the state" means a child who, as determined by the state where the child resides, is a foster child, or a ward of the state *or* is in the custody of a public child welfare agency. The term does not include a foster child who has a foster parent who meets the definition of a parent in Section 2A.

F. Child Custody

1. Definitions of Custody

The following definitions of custody are used by Idaho courts in divorce proceedings:

a. **Joint custody** means an order awarding custody of a minor child to both parents and providing that physical custody shall be shared by the parents in such a way as to assure the child frequent or continuing contact with both parents. A court may award either joint physical custody or joint legal custody, or both. If the court has declined an order awarding joint custody, the court order shall state in the decision the reason for denial of joint custody.

b. **Joint physical custody** means awarding each of the parents significant periods of time in which a child resides with or is under the care and supervision of each of the parents. The actual amount of time with each parent is determined by the court. Generally, one of the parents is awarded primary physical custody.

c. **Joint legal custody** means that the parents or parties are required to share the decision-making rights, responsibilities, and authority relating to the health, education, and general welfare of a child. In Idaho, parents have joint legal custody unless the rights of one or both parents have been terminated.

2. Conflicts Between Parents Who Have Joint Custody

a. **Custody questions**: When it is known that a custody question exists that involves the relevant legal status of one or both parents of a student, the district will ask the parent(s) to furnish a copy of the pertinent court order or decree, if one exists, to clarify the question at issue. School personnel will abide by the most recent court order or decree.

When district personnel receive conflicting information about custody, they will (a) initially follow the instructions of the parent with whom the child currently resides and (b) request a certified court document to clarify the custody issue.

b. **Conflicting instructions**: When parents who have joint legal custody give conflicting instructions, the district's obligation is to inform the parents that any action proposed or refused will be based on the needs of the student and in accordance with the IDEA ~~2004~~ requirements. Both the district and either parent have options under the IDEA ~~2004~~ to resolve disagreements, including SDE mediation and due process hearings.

c. **Access to records**: A parent who does not have primary physical custody has the same right to access records and to participate in special education decision making as does the parent with primary physical custody, unless otherwise specifically stipulated by a court. Idaho Code states, "Notwithstanding any other provisions of law, access to records and information pertaining to a minor child including, but not limited to medical, dental, health, and school or educational records, shall not be denied to a parent because the parent is not the child's custodial parent." Another provision of the law allows the parent with primary physical custody to request in writing that a minor child's address be deleted from any record to prohibit the other parent from learning the child's address by having access to school records.

d. **Parental disagreement of consent:** When parents, both with legal authority to make educational decisions for their child, disagree on the revocation of consent for special education and related services, one parent may revoke consent for his or her child's receipt of special education and related services at any time. The district must accept either parent's revocation of consent, and provide written notice to the parents. After revoking consent, a parent maintains the right to subsequently request an initial evaluation which must be treated as an initial evaluation and not a re-evaluation for special education. A parent who disagrees with another parent regarding revocation of special education services is not entitled to resolve the dispute through an IDEA due process hearing.

Section 3. Informed Consent

A. Definition

Consent is written approval given by a ~~parent and/or adult student~~ parent/adult student who has been fully informed of and understands all information relevant to the activity for which consent is sought. The request for consent describes the activity for which consent is sought and lists the records, if any, that will be released and to whom. All information shall be provided in the native language or mode of communication of the ~~parent and/or adult student~~ parent/adult student, unless not feasible. The ~~parent and/or adult student~~ parent/adult student shall be informed that the approval is voluntary and may be revoked at any time prior to the action. Consent is indicated by the parent's/adult student's signature.

B. Actions Requiring Consent

The following actions require the district to obtain written consent. Some of the actions that require written consent from the ~~parent and/or adult student~~ parent/adult student also require prior written notice from the district.

1. Informed written consent *and* written notice are required when:

    a. Conducting assessments as part of an initial evaluation to determine whether a student is eligible for special education.

    b. Conducting any assessment for reevaluation that involves more than a review of existing information. This includes any assessments that are conducted after a student has been determined eligible for special education. If a specific assessment was not listed on the *Consent for Assessment* form, then the

district shall secure written consent again in order to conduct that particular assessment.

c. Initially providing special education and related services to a student with a disability.

2. Informed written consent ~~only~~ is required when:

a. Using an individual family service plan (IFSP) instead of an IEP for students ages three (3) through five (5).

b. Disclosing personally identifiable information to unauthorized persons, unless provided as an exception under the Family Educational Rights and Privacy Act (FERPA) regulations. The written consent shall specify the records that may be disclosed, state the purpose of the disclosure, and identify the party to whom the disclosure will be made.

c. Accessing private insurance to pay for services listed in the IEP.

d. ~~When~~ The district requests to bill ~~bills~~ Medicaid. The ~~parent and/or adult student~~ parent/adult student shall be informed of the frequency, amount, and type of services that the district will be submitting to Medicaid for reimbursement as identified on the student's IEP.

e. Inviting outside agency representatives providing transition services to an IEP team meeting.

f. Sharing of information between the district of location and the district of residence with a parentally placed elementary or secondary student.

g. The excusal of an IEP team member from an IEP meeting when the meeting involves a modification or discussion of the member's area of the curriculum or related services.

C. When Consent Is Not Required

The district is not required to obtain informed consent when:

1. a review of existing data is part of an evaluation or a reevaluation.

2. tests are administered to both general and special education students in a grade or class and consent is not required for all students.

3. teacher or related-service-provider observations, ongoing classroom evaluation, or criterion-referenced tests are used as assessments in determining the student's progress toward goals and benchmarks/objectives on the IEP.

4. screening to determine appropriate instruction strategies for curriculum implementation.

5. a disclosure of personally identifiable information to persons authorized to have access under FERPA or the Idaho Student Data Privacy Act, Idaho Code 33-133; or

6. an IEP team reviews and revises a student's IEP. However, the ~~parent and/or adult student~~ parent/adult student may file a written objection if he or she disagrees with all or part of the changes to the IEP.

D. Refusal to Give Consent

~~At times, a~~ A ~~parent and/or adult student~~ parent/adult student may refuse to give written consent for an assessment, initial services or the release of information that the district believes is necessary to ensure FAPE during the reevaluation process.

If the parent does not provide consent for the reevaluation assessment, the district may choose not to pursue requesting SDE mediation and/or a due process hearing if the district determines through a review of existing data, that the information does not continue to support the determination of eligibility for special education services. In this case the district shall provide the parent with written notice of the proposed action to discontinue the provision of FAPE to the student based on a review of existing data.

The district may also choose to pursue the reevaluation through SDE mediation and/or by requesting a due process hearing. If the hearing officer determines that the action is necessary, and the ~~parent and/or adult student~~ parent/adult student does not appeal the decision, the district may proceed with the proposed action. The district shall provide the parent with written notice of the proposed actions.

The district shall secure written consent for the initial provision of special education and related services. There is no mechanism available to overturn a parent's/adult student's decision *not* to provide written consent for initial evaluation or initial provision of services. In the case of an initial evaluation or initial provision of services, if a ~~parent and/or adult student~~ parent/adult student fails to respond to reasonable measures to gain consent or does not consent, the district cannot be charged with failing to provide FAPE to the student and is not required to convene an IEP meeting or develop an IEP for special education or related services.

E. Failure to Respond to a Request for Consent Regarding Reevaluation Assessment

When a ~~parent and/or adult student~~ parent/adult student fails to respond to reasonable measures taken by the district to obtain written consent to determine continued eligibility, the district may proceed with the evaluation. The district shall have a record of its attempts to gain consent by documenting telephone calls made or attempted, correspondence sent, or visits made to the home or place of employment. Failure to respond is not the same as refusing consent for reevaluation.

F. Revoking Consent for Evaluation

Consent previously given for an evaluation or an individual assessment, the initial provision of special education and related services, and the disclosure of information may be revoked only before the action occurs. If consent is revoked for evaluation, the district may continue to pursue the action by ~~using SDE IEP facilitation or mediation and/or~~ requesting a due process hearing ~~(this does not include the initial provision of special education and related services)~~. If the hearing officer determines that the action for which consent is sought is necessary, and the decision is not appealed, the district may proceed with the action without the written consent of the ~~parent and/or adult student~~ parent/adult student. Consent must be revoked in writing.

Section 4. Written Notice

A. Definition

Written notice is the act of informing a ~~parent and/or adult student~~ parent/adult student in writing within a reasonable amount of time, before the district proposes to initiate or change, or refuses to initiate or change, the student's special education identification, ~~the~~ evaluation, educational placement, or provision of FAPE.

B. Criteria for Written Notice

1. Written notice must be provided in a reasonable amount of time before implementing the proposed action.

2. Written notice shall be in language understandable to the general public. It must be provided in the native language or other mode of communication normally used by the ~~parent and/or adult student~~ parent/adult student unless it is clearly not feasible to do so. If the native language or other mode of communication is not a written language, the district shall take steps to ensure the following:

    a. The notice is translated orally or by other means in the native language or other mode of communication.

    b. The ~~parent and/or adult student~~ parent/adult student understands the content of the notice.

c. There is written evidence that the notice requirements of this section have been met, such as a written record in the student's special education file documenting what was discussed.

When a ~~parent and/or adult student~~ parent/adult student disagrees with the district's written notice of a proposed or refused action, he or she can attempt to remedy the dispute using SDE processes, such as IEP facilitation, mediation, formal state complaint procedures, or due process hearing procedures afforded by the IDEA ~~2004~~. In addition, the ~~parent and/or adult student~~ parent/adult student may have the right to prevent the district from taking action by filing a written objection with the district.

C. Written Notice Is Required

1. The district shall provide written notice before proposing to initiate or change the following:

    a. identification of the student;

    b. any assessments for initial evaluation or reevaluation;

    c. educational placement; or

    d. the provision of FAPE.

2. After the district's decision to refuse a parent's/~~and/or~~adult student's request to initiate or change the identification, assessment, placement, or provision of FAPE.

3. If the district refuses to convene an IEP team meeting at the request of a ~~parent and/or adult student~~ parent/adult student.

4. When the evaluation team determines that additional assessments are not required during a reevaluation to determine whether the student continues to meet eligibility criteria, the district shall provide written notice to the ~~parent and/or adult student~~ parent/adult student of the decision and the reasons for that decision. The ~~parent and/or adult student~~ parent/adult student must also be informed of his or her right to request assessments when necessary to determine continued eligibility.

5. If a parent files a due process hearing request, the district is required to give written notice specific to the issues raised in the due process hearing request within ten (10) days.

6. If the district has determined that the student is being removed for disciplinary purposes which constitutes a change of placement.

7. If the parent/adult student revokes consent for the continued provision of special education.

D. Written Notice is Not Required

The district is not required to provide written notice in the following situations:

1. ~~When~~ when reviewing existing data as part of an evaluation or a reevaluation~~.~~ (however, the ~~parent and/or adult student~~ parent/adult student shall be afforded the opportunity to participate in the review of existing data)~~.~~;

2. ~~When~~ when tests are administered to both general and special education students in a grade or class~~.~~;

3. ~~When~~ when teacher or related service provider observations, ongoing classroom evaluation, or criterion-referenced tests are used as assessments in determining the student's progress toward goals and benchmarks/objectives on the IEP~~.~~; or

4. ~~Notice is not required~~ if outside observation is in relation to teacher's general practices.

E. Content of Written Notice

The content of written notice is intended to provide the ~~parent and/or adult student~~ parent/adult student with enough information so that he or she is able to fully understand the district's proposed action or refused action and to make informed decisions, if necessary.

The written notice shall include the following:

1. a description of the action proposed or refused by the district;

2. an explanation of why the district proposes or refuses to take the action;

3. a description of any other options the IEP team considered and the reasons why those options were rejected;

4. a description of each procedure, assessment, record, or report that the district used as a basis for the proposed or refused action;

5. a description of any other factors relevant to the proposed or refused action;

6. a statement that the ~~parent and/or adult student~~ parent/adult student has special education rights and a description of how to obtain a copy of the *Procedural Safeguards Notice*; and

7. sources to contact in obtaining assistance in understanding the *Procedural Safeguards Notice*.

F. Objection to District Proposal

If a ~~parent and/or adult student~~ parent/adult student disagrees with an IEP program change or placement change that is proposed by the IEP team ~~district~~, he or she may file a written objection to all or part of the proposed change. The district will respond as follows:

1. If the objection is postmarked or hand delivered within ten (10) calendar days of the date the ~~parent and/or adult student~~ parent/adult student received the written notice, the changes to which the ~~parent and/or adult student~~ parent/adult student objects cannot be implemented.

2. If a proposed change is being implemented during the ten (10) day period and an objection is received, the implementation of that change shall cease.

3. If an objection is made after ten (10) calendar days, the district may continue to implement the change, but the ~~parent and/or adult student~~ parent/adult student retains the right to exercise other procedures under the IDEA ~~2004~~.

The parties may resolve a disagreement using methods such as holding additional IEP team meetings, or utilizing SDE processes, such as IEP facilitation or mediation. If these attempts fail, the district may request a due process hearing regarding the proposed change. ~~Parent's and/or adult student's~~ parent's/adult student's written objection to an IEP or placement change cannot be used to prevent the district from unilaterally placing the student in an IAES in accordance with the IDEA ~~2004~~ procedures for discipline of a student.

Section 5. Confidentiality and Access to Records

The district shall collect, use, and maintain information about a student to make appropriate decisions concerning special education and the provision of FAPE. A student's special education case manager, usually the special education teacher, should organize all relevant records specific to district guidelines and the IDEA ~~2004~~ requirements.

The IDEA ~~2004~~ and FERPA contain provisions to protect the confidentiality of personally identifiable information in student special education records. These statutes also provide for the right to review and inspect records.

A. Definition

A "record" is defined as personally identifiable information directly related to the student and maintained by the district or a party acting for the district. A student record can be written or electronic.

1. The term "record" may include, but is not limited to, the following:

    a. identifying data (name, address, parents, siblings, Social Security number, list of personal characteristics making identification reasonably certain by a person in the school community ~~possible~~);

    b. academic work completed (courses taken, transcript);

    c. level of achievement (grades, portfolios, performance assessments, scores on standardized achievement tests, etc);

    d. attendance data;

    e. scores and protocols of standardized intelligence, aptitude, and psychological tests;

    f. records of teachers, counselors, medical personnel, and psychologists working directly with a student if disclosed to others;

    g. interest inventory results;

    h. observations and verified reports of serious or recurring behavior patterns;

    i. videotapes or audiotapes;

    j. health data including medical assessments;

    k. family background information;

    l. transportation records; ~~and~~

    m. student records maintained by agencies and individuals contracting with the district~~.~~ ; and

    n. email, text messages, or other written notes sent regarding the student or the student's family.

2. The term "record" does not include:

a. records of instructional, supervisory, ancillary, and administrative personnel that are kept in the sole possession of the maker of the record and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;

b. records created by law enforcement units of schools and maintained separately for non-educational purposes; and

c. employment records about a student who is employed by a school or district~~.~~ (Note: Records relating to an individual in attendance at the agency or institution who is employed as a result of his or her status as a student are education records and not excepted);

d. records on a student who is eighteen (18) years of age or older, or is attending an institution of postsecondary education, that are:

1) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity;

2) made, maintained, or used only in connection with treatment of the student; and

3) disclosed only to individuals providing the treatment (Note: "Treatment" does not include remediation educational activities or activities that a part of the program of instruction); and

e. grades on peer-graded papers before they are collected and recorded by a teacher.

B. Protection of Records

The district shall prevent unauthorized disclosure of personally identifiable information pertaining to students with disabilities. "Disclosure" is the release, transfer, or other communication of education records or of personally identifiable information contained in those records to any party, by any means, including oral, written, or electronic. Districts must have a policy to protect personally identifiable information from security risk resulting from unsecured data transmittal or storage.

To ensure protection of records, the district shall do the following:

1. Obtain written and dated consent from the ~~parent and/or adult student~~ parent/adult student before disclosing personally identifiable information:

a. to unauthorized individuals; or

b. for any purpose except as ~~required~~ authorized ~~by the IDEA 2004, Part B~~ by law.

~~In the event that a parent and/or adult student parent/adult student refuses consent for disclosure, SDE mediation may be offered as a voluntary way of resolving the disagreement.~~

2. Designate and train a records manager to assure security of confidential records for students with disabilities.

3. Maintain a log of requests for access to education records if the ~~disclosure~~ request is not ~~to~~ from a:

   a. a ~~parent and/or adult student~~ parent/adult student;

   b. a school employee with a legitimate educational interest;

   c. a party seeking designated directory information; or

   d. a party receiving the records as directed by a federal jury or other subpoena ordering no one to disclose the existence of the request to access records.

   This log includes the name, agency affiliation, date, and purpose for accessing the records. A log documenting denials for records and partially fulfilled requests should also be maintained.

4. Maintain, for public inspection, a current listing of names and positions of employees who have access to personally identifiable information.

5. Establish procedures to ensure the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

6. Ensure that, if any education record includes information on more than one student, a ~~parent and/or adult student~~ parent/adult student will only be allowed to inspect, review, or be informed about the record of the student at issue.

7. Ensure that each person collecting or using personally identifiable information receives training or instruction regarding the policies and procedures governing confidentiality. All staff members, even those who do not have access to special education records, should be informed about what is considered appropriate and inappropriate access to and use of information within the records. The district may

maintain a record of the training provided—including the name of the person or persons providing the training, dates of the training, those attending, and the subjects covered—for the purpose of documenting that new staff members have been trained as soon as possible after they have been hired.

C. Access to Records

The district shall:

1. Annually notify the parents of all students, including students with disabilities currently in attendance, of their rights under FERPA. The notice shall include all of the following:

    a. procedures for exercising the right to inspect and review education records;

    b. procedures for requesting amendment of records; and

    c. a specification of criteria for determining who constitutes a school official or employee in the district and what constitutes a legitimate educational interest.

2. Permit a ~~parent and/or adult student~~ parent/adult student, or his or her representative, to inspect and review any record relating to educational matters that is collected, maintained, or used by the district. The district will presume that a custodial or non-custodial parent has the authority to inspect and review a record relating to his or her child unless there are legal documents limiting access to those records under state law. A minor student's address will be deleted from any record if requested in writing by a custodial parent to prohibit a non-custodial parent from learning the address simply by having access to the school records.

    The district will make records available to a ~~parent and/or adult student~~ parent/adult student for review:

    a. without delay but no later than forty-five (45) days after the request;

    b. before any meeting regarding an IEP;

    c. before a resolution session; and

    d. not less than five (5) business days before any due process hearing.

    The district should note that test protocols may be part of a student's educational record. Test publishers require districts to maintain the integrity and validity of tests. Parents or others authorized by the parent/adult student interested in a student's test results are allowed to view the student's responses to test items, but only if the

information is shared in the presence of a person qualified to explain the results and meaning of the various items and data contained in the protocol.

3. Upon request, provide a ~~parent and/or adult student~~ parent/adult student with a list of the types of education records the school collects, maintains, or uses and where they are kept.

4. Respond to any reasonable request made by a ~~parent and/or adult student~~ parent/adult student for an explanation and interpretation of a record.

5. Provide a copy of education records if a ~~parent and/or adult student~~ parent/adult student would otherwise be unable to effectively exercise his or her right to inspect and review those records. An education record may include copyrighted test protocols which include personally identifiable information.~~, in which case, the parent shall be allowed to inspect and review on premises. Even though it is important that standardized test items are protected from general release so that tests remain usable and valid, FERPA and the IDEA 2004 allow copies in these unique situations.~~ A fee may be charged for the copies, but not to search for or retrieve information. The district shall ~~will~~ publish a schedule of fees it intends to charge.

6. Always provide a ~~parent and/or adult student~~ parent/adult student a copy of the IEP and any documentation of identification and eligibility.

D. Disclosures Not Requiring Consent

Consent is generally required to disclose personally identifiable information to others. However, consent is not required when:

1. A school official or employee has a legitimate educational interest to access the records.

2. A representative of the Federal Comptroller General, the United States Department of Education, or the State Department of Education (SDE) accesses records necessary for an audit or evaluation of a federal program or for enforcement or compliance with federal regulations.

3. A student transfers to another school or school system in which the student intends to enroll unless a district has adopted a procedure requiring consent. However, the ~~parent and/or adult student~~ parent/adult student should be notified of the request for records at the last known address of the ~~parent and/or adult student~~ parent/adult student unless he or she initiated the request.

4. The health and safety of the student or other individuals is in jeopardy because of an emergency.

5. The disclosure concerns the juvenile justice system's ability to effectively serve the student or the ability to respond to court orders or subpoenas, as specified in state law. The district will make a reasonable effort to notify the parent of the court order in advance of compliance, unless the subpoena specifically states that it is not to be disclosed.

6. An organization conducts studies on behalf of education agencies or institutions under specified FERPA criteria.

7. The disclosure is in connection with an application for financial aid and is necessary to determine eligibility for the aid, the amount of the aid, conditions for the aid, or to enforce the terms and conditions of the aid ("financial aid" means a payment of funds to an individual that is conditioned on the individual's attendance at an education agency or institution).

8. The district has designated information as "directory information" under the conditions in FERPA.

E. Destruction of Records

The district will maintain education records, including eligibility documentation and IEPs, for at least five (5) years after disenrollment from the district to demonstrate fiscal accountability and program compliance with the IDEA ~~2004~~ requirements. The district shall inform a parent and/or adult student when personally identifiable information collected, maintained, or used is to be destroyed because the information is no longer needed to provide educational services to the student.

~~The parent and/or adult student must be informed of the personally identifiable information that the district intends to destroy and that the information will be destroyed no earlier than forty-five (45) calendar days from the date of the notice. The parent and/or adult student must also be informed of the procedure to follow if he or she wishes to formally object to the destruction of the information and wants the records sent to him or her.~~

Electronic copies will be treated as the original so long as those copies adequately capture any handwritten notes and signatures. Test Protocols and other assessment information shall be maintained during the period in which the report which utilizes such information is in effect.

Note: Medicaid-related records, specifically expenditure documentation, cost allocation process, all student records related to the Medicaid billing and service delivery (e.g., data sheets, IEPs, health care plans, physician recommendations for assessments and IEP services, evaluation recommendations, documented supervision of paraprofessionals), and revenue documentation, must be kept for a period of six (6) years.

The district must maintain the records for a minimum of five (5) years, unless Medicaid billing occurred, in which case the records must be maintained for six (6) years from the date the student was last enrolled in the district.

The ~~parent and/or adult student~~ parent/adult student must be informed of the personally identifiable information that the district intends to destroy and that the information will be destroyed no earlier than forty-five (45) calendar days from the date of the notice. The ~~parent and/or adult student~~ parent/adult student must also be informed of the procedure to follow if he or she wishes to formally object to the destruction of the information and wants the records sent to him or her.

Written and electronic records of individual students are confidential. The district will ensure the complete destruction of the records which may include but is not limited to: shredding, permanently deleting, ~~shall be shredded~~ or ~~burned~~ burning under supervision of the staff member responsible for the records if not released to the ~~parent and/or adult student~~ parent/adult student. The records manager should maintain a log that documents the date of destruction or release of records.

A permanent record of the student's name, address, phone number, grades, classes attended, immunization records, test scores, attendance record, grade level, and year completed may be maintained by the district without a time limitation. ~~Any other personally identifiable information shall be destroyed at the request of the parent and/or adult student if it is older than five (5) years and no longer needed to provide special education.~~ Any other personally identifiable information shall be destroyed at the request of the parent(s/adult former student. When informing the ~~parent and/or adult student~~ parent/adult student of his or her rights, the district should remind the ~~parent and/or adult student~~ parent/adult student that the records might be needed for Social Security benefits or other purposes in the future.

F. Request for Amendment of Records

A ~~parent and/or adult student~~ parent/adult student may request that the district amend the student's records if he or she believes that information collected, maintained, or used in the education record is inaccurate, misleading, or in violation of the privacy or other rights of the student. The district will use the following procedure:

1. The district, within a reasonable period of time—not to exceed forty-five (45) days of receipt of the request—must decide whether to amend the record. If the district refuses to amend the record, the ~~parent and/or adult student~~ parent/adult student must be informed of the refusal and be advised of the right to and procedure for requesting a district hearing under the district's FERPA policy. A district hearing is an informal hearing that does not have all the requirements of a due process hearing.

2. If a district hearing is requested and the district decides that the information is inaccurate, misleading, or in violation of the student's rights, the district shall amend the record and inform the ~~parent and/or adult student~~ parent/adult student in writing.

3. If a district hearing is requested and the district decides the information is accurate and does not violate the student's rights, the district shall inform the ~~parent and/or adult student~~ parent/adult student that he or she may place a statement in the record. This statement may comment on the information in the record or set forth the parent's/adult student's reasons for disagreeing with the district. Any statement placed with a record must accompany the record for as long as the district maintains the record. If the district discloses the record to any person, the district shall also disclose the statement.

G. District Hearings on Procedures for Records

Each district is required to have a FERPA policy which includes the rights to request a hearing challenging the accuracy of records.

~~If a parent and/or adult student parent/adult student requests a district hearing on a proposed amendment of education records, the district will follow these procedures:~~

1. ~~The district hearing will be held within a reasonable amount of time after receiving the request. The district will give the parent and/or adult student parent/adult student notice of the date, time, and place reasonably in advance of the hearing.~~

2. ~~The district's hearing will be conducted by an employee of the district or other individual who does not have a direct interest in the outcome of the hearing. The district will give the parent and/or adult student parent/adult student a full and fair opportunity to present evidence relevant to the issues raised. The parent and/or adult student parent/adult student may, at his or her own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney.~~

3. ~~The district will make its decision in writing within a reasonable period of time after the hearing. The decision shall be based solely on the evidence presented at the district's hearing and shall include a summary of the evidence and the reasons for the decision.~~

H. Students' Rights

When special education rights transfer to a student under the IDEA ~~2004~~ and Idaho Code, the FERPA rights regarding education records also transfer to the student. The district shall inform the ~~adult student and the parent~~ parent/adult student that both the IDEA ~~2004~~ and FERPA rights regarding education records transfer although FERPA gives the parent of a student who is claimed to be a dependent for IRS purposes the right to request access without the consent of the student.

Section 6. Independent Educational Evaluations

A. Definition

An independent educational evaluation (IEE) means one or more individual assessments, each completed by a qualified examiner who is not employed by the district responsible for the education of the student in question.

B. Right to an IEE

1. A ~~parent and/or adult student~~ parent/adult student has the right to obtain an IEE at public expense if he or she disagrees with an evaluation obtained or conducted by the district. The ~~parent and/or adult student~~ parent/adult student is entitled to only one IEE at public expense for each district evaluation.

2. The ~~parent and/or adult student~~ parent/adult student has the right to an IEE at his or her own expense at any time, and the IEP team shall consider the results.

3. The ~~parent and/or adult student~~ parent/adult student is not automatically entitled to have additional assessments beyond those determined necessary by the district for an evaluation. However, if the ~~parent and/or adult student~~ parent/adult student is interested in additional or different assessments, and ~~the~~ district refuses to provide ~~them~~ the requested assessments and provides written notice of refusal, the parent/adult student may request a due process hearing~~, he or she may pursue additional assessments through a due process hearing request. In addition, the~~

4. A district may initiate a due process hearing, without undue delay, to determine if the evaluation it conducted is appropriate. If the final decision of a hearing officer, or a court of law's decision on an appeal, is that the evaluation conducted by the district was appropriate, the parent and/or adult student still has the right to an IEE but at his or her own expense.

5. A hearing officer may order an IEE at public expense if he or she determines that the evaluation conducted by the district was not appropriate.

C. Procedures for Requesting an IEE

If a ~~parent and/or adult student~~ parent/adult student requests an IEE at public expense, the district may ask why he or she disagrees with the evaluation obtained by the district, but the district cannot require an explanation. The district shall give the ~~parent and/or adult student~~ parent/adult student the criteria under which an IEE can be obtained. The district's IEE criteria shall include the following information:

1. the location for the evaluation;

2. the required qualifications of the examiner;

3. the eligibility requirements for the specific disability categories; and

4. reasonable cost containment criteria applicable to personnel for specified assessments to eliminate unreasonably excessive fees.

Except for the criteria listed above, the district may not impose other conditions or timelines if doing so would be inconsistent with the parent's/adult student's ~~and/or adult student's~~ right to an IEE. Upon request, a list of qualified examiners who can conduct an IEE will be provided.

A ~~parent and/or adult student~~ parent/adult student may request an opportunity to demonstrate that unique circumstances justify an IEE that does not fall within the district's cost criteria. If an IEE that falls outside the district's cost criteria is justified, that IEE will be publicly funded.

D. District Responsibilities Following IEE Requests

1. If a ~~parent and/or adult student~~ parent/adult student requests an IEE at public expense, the district shall do one of the following without unnecessary delay:

    a. Provide the district's IEE criteria and information about where an IEE may be obtained.

    b. ~~Offer SDE mediation to try to resolve differences. c.~~ Request a due process hearing to show that the district's evaluation is appropriate. If the final hearing decision is that the district's evaluation is appropriate, the ~~parent and/or adult student~~ parent/adult student may pursue an IEE, but at his or her own expense.

2. If a ~~parent and/or adult student~~ parent/adult student asks the district to pay for an IEE that has already been obtained, the district shall pay for the IEE if it meets the criteria for publicly funded IEEs. If the district believes that its evaluation was appropriate, but agrees to pay for the IEE, the district should state this in writing within the same document in which it agrees to pay. The district can also request SDE mediation.

E. Consideration of the IEE Results

If a ~~parent and/or adult student~~ parent/adult student obtains an IEE and makes that evaluation available to the district, the results must be considered by the district in any decision made with respect to the provision of FAPE. The results may also be presented as evidence at a hearing regarding the student. This is true regardless of whether the IEE is at the expense of the ~~parent and/or adult student~~ parent/adult student or district.

The results of an IEE cannot be the sole determining factor for eligibility. The evaluation team has the responsibility to use existing evaluation data in addition to the IEE to determine whether a student has or continues to have a disability under the IDEA ~~2004~~.

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Documents

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~~Application for Surrogate Parent~~

~~The District shall ensure that the rights of a student are protected when: no parent can be identified; the District, after reasonable efforts, cannot locate a parent; the child is a ward of the State under the laws of Idaho; or the child is an unaccompanied homeless youth. The duties of District include the assignment of an individual to act as a surrogate for the parents. This shall include a method for determining whether a student needs a surrogate parent and for assigning a surrogate parent to the student no later than thirty (30) calendar days after the request. The District shall ensure that a person selected as a surrogate parent is not an employee of the State Department of Education, the District or any other agency that is involved in the education or care of the student; has no personal or professional interest that conflicts with the interest of the student the surrogate parent represents; and has knowledge and skills that ensure adequate representation of the student. A person otherwise qualified to be a surrogate parent is not an employee of the District solely because he or she is paid by the District to serve as a surrogate parent.~~

~~Please return this form to the District office at: _____~~

~~Your Name: _____ Date: _____~~
~~Home Address: _____~~
~~_____~~
~~Home Phone: _____ Work Phone: _____~~
~~Email address: _____~~

~~Do you have children in your care who are foster children or children with disabilities? ..... [ ] Yes [ ] No~~
~~If yes, please describe:~~

~~Are you conversant in any languages other than English? ..... [ ] Yes [ ] No~~
~~If yes, what languages other than English?~~

~~Are you able to attend meetings during the school or work day? ..... [ ] Yes [ ] No~~
~~Do you have sufficient time to devote as a surrogate parent? ..... [ ] Yes [ ] No~~
~~Are you willing to serve as a surrogate parent for at least one full academic year? ..... [ ] Yes [ ] No~~
~~Please list your experiences with children or you such as parenting, organizations, etc.~~

~~Please list your previous training or experience with special education processes.~~

~~Please list your previous experiences as a surrogate parent.~~

~~Please list any preferences or exceptions regarding the student's school location or disability.~~

~~Please list three references we may contact:~~
~~1. Name: _____ Address: _____ Phone: _____~~
~~Email address: _____~~
~~2. Name: _____ Address: _____ Phone: _____~~
~~Email address: _____~~

~~3. Name:~~ _____ ~~Address:~~ _____ ~~Phone:~~ _____
~~Email address:~~ _____

~~**For District Use Only**~~

~~Documentation of reference checks:~~

~~Date trained as a surrogate parent:~~

~~Appointment History~~	~~Student~~	~~School~~	~~Date Appointed~~	~~Date Terminated~~

Part B PROCEDURAL SAFEGUARDS NOTICE

Revised ~~June 2009~~ December 2015

The Individuals with Disabilities Education Act (IDEA), the Federal law concerning the education of students with disabilities, requires schools to provide you, the parents of a child with a disability, with a notice containing a full explanation of the procedural safeguards available under IDEA and U.S. Department of Education regulations. A copy of this notice must be given to you only one time a school year, except that a copy must also be given to you: (1) upon initial referral or your request for evaluation; (2) upon receipt of your first State complaint under 34 CFR §§300.151 through 300.153 and upon receipt of your first due process complaint under §300.507 in a school year; (3) when a decision is made to take a disciplinary action against your child that constitutes a change of placement; and (4) upon your request. [34 CFR §300.504(a)]

Your school district can provide more information on these rights. If you have questions, you should speak to the special education teacher, school principal, director of special education, or superintendent in the district.

For further explanation on any of these rights you may also contact:

Idaho State Department of Education
~~Division of Student Achievement and School Improvement~~
P.O. Box 83720
Boise, Idaho 83720-0027
(208) 332-691~~0~~4
TT: 800-377-3529

~~Idaho Parents Unlimited, Inc. (IPUL)~~
~~1878 W Overland~~
~~Boise, Idaho 83705~~
~~800-242-4785~~
~~V/TT: (208) 342-5884~~

DisAbility Rights Idaho
~~(formerly Comprehensive Advocacy, Inc. (Co-Ad))~~
~~4477 Emerald St., Suite B-100~~
~~Boise, Idaho 83706~~
~~866-262-3462~~
~~V/TT: 800-632-5125~~
~~V/TT: (208) 336-5353~~

DisAbility Rights Idaho

Boise Office:
4477 Emerald Street, Suite B-100
Boise, ID 83706-2066
208-336-5353
208-336-5396 (fax)
800-632-5125 (toll-free)

Pocatello Office:
1246 Yellowstone Avenue, Suite A-3
Pocatello, ID 83201-4374
208-232-0922
208-232-0938 (fax)
866-309-1589 (toll-free)

Web:disabilityrightsidaho.org

Idaho Parents Unlimited, Inc. (IPUL)

500 South 8th Street
~~1878 W Overland~~
Boise, ID 8370~~5~~2
800/242-IPUL (4785)
V/TT: 208/342-5884
Web: *ipulidaho.org*

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GENERAL INFORMATION

PRIOR WRITTEN NOTICE

34 CFR §300.503

Notice

Your school district must give you written notice (provide you certain information in writing), within a reasonable amount of time before it:

1. Proposes to initiate or to change the identification, evaluation, or educational placement of your child, or the provision of a free appropriate public education (FAPE) to your child; **or**
2. Refuses to initiate or to change the identification, evaluation, or educational placement of your child, or the provision of FAPE to your child.

Content of notice

The written notice must:

1. Describe the action that your school district proposes or refuses to take;
2. Explain why your school district is proposing or refusing to take the action;
3. Describe each evaluation procedure, assessment, record, or report your school district used in deciding to propose or refuse the action;
4. Include a statement that you have protections under the procedural safeguards provisions in Part B of IDEA;
5. Tell you how you can obtain a description of the procedural safeguards if the action that your school district is proposing or refusing is not an initial referral for evaluation;
6. Include resources for you to contact for help in understanding Part B of IDEA;
7. Describe any other options that your child's individualized education program (IEP) Team considered and the reasons why those options were rejected; **and**
8. Provide a description of other reasons why your school district proposed or refused the action.

Notice in understandable language

The notice must be:

1. Written in language understandable to the general public; **and**
2. Provided in your native language or other mode of communication you use, unless it is clearly not feasible to do so.

If your native language or other mode of communication is not a written language, your school district must ensure that:

1. The notice is translated for you orally or by other means in your native language or other mode of communication;
2. You understand the content of the notice; **and**
3. There is written evidence that the requirements in paragraphs 1 and 2 have been met.

NATIVE LANGUAGE

34 CFR §300.29

Native language, when used regarding an individual who has limited English proficiency, means the following:

1. The language normally used by that person, or, in the case of a child, the language normally used by the child's parents;
2. In all direct contact with a child (including evaluation of the child), the language normally used by the child in the home or learning environment.

For a person with deafness or blindness, or for a person with no written language, the mode of communication is what the person normally uses (such as sign language, Braille, or oral communication).

ELECTRONIC MAIL

34 CFR §300.505

If your school district offers parents the choice of receiving documents by e-mail, you may choose to receive the following by e-mail:

1. Prior written notice;
2. Procedural safeguards notice; **and**
3. Notices related to a due process complaint.

PARENTAL CONSENT – DEFINITION

34 CFR §300.9

Consent

Consent means:

1. You have been fully informed in your native language or other mode of communication (such as sign language, Braille, or oral communication) of all information about the action for which you are giving consent.

2. You understand and agree in writing to that action, and the consent describes that action and lists the records (if any) that will be released and to whom; **and**
3. You understand that the consent is voluntary on your part and that you may withdraw your consent at any time.

If you wish to revoke (cancel) your consent after your child has begun receiving special education and related services, you must do so in writing. Your withdrawal of consent does not negate (undo) an action that has occurred after you gave your consent but before you withdrew it. In addition, the school district is not required to amend (change) your child's education records to remove any references that your child received special education and related services after your withdrawal of consent.

PARENTAL CONSENT

34 CFR §300.300

Consent for initial evaluation

Your school district cannot conduct an initial evaluation of your child to determine whether your child is eligible under Part B of IDEA to receive special education and related services without first providing you with prior written notice of the proposed action and obtaining your consent as described under the headings ***Prior Written Notice*** and ***Parental Consent.***

Your school district must make reasonable efforts to obtain your informed consent for an initial evaluation to decide whether your child is a child with a disability.

Your consent for initial evaluation does not mean that you have also given your consent for the school district to start providing special education and related services to your child.

Your school district may not use your refusal to consent to one service or activity related to the initial evaluation as a basis for denying you or your child any other service, benefit, or activity, unless another Part B requirement requires the school district to do so.

If your child is enrolled in public school or you are seeking to enroll your child in a public school and you have refused to provide consent or failed to respond to a request to provide consent for an initial evaluation, your school district may, but is not required to, seek to conduct an initial evaluation of your child by using the IDEA's mediation or due process complaint, resolution meeting, and impartial due process hearing procedures. Your school district will not violate its obligations to locate, identify and evaluate your child if it does not pursue an evaluation of your child in these circumstances.

Special rules for initial evaluation of wards of the State

If a child is a ward of the State and is not living with his or her parent —

The school district does not need consent from the parent for an initial evaluation to determine if the child is a child with a disability if:

1. Despite reasonable efforts to do so, the school district cannot find the child's parent;
2. The rights of the parents have been terminated in accordance with State law; **or**
3. A judge has assigned the right to make educational decisions to an individual other than the parent and that individual has provided consent for an initial evaluation.

Ward of the State, as used in IDEA, means a child who, as determined by the State where the child lives, is:

1. A foster child;
2. Considered a ward of the State under State law; **or**
3. In the custody of a public child welfare agency.

There is one exception that you should know about. *Ward of the State* does not include a foster child who has a foster parent who meets the definition of a *parent* as used in IDEA.

Parental consent for services

Your school district must obtain your informed consent before providing special education and related services to your child for the first time.

The school district must make reasonable efforts to obtain your informed consent before providing special education and related services to your child for the first time.

If you do not respond to a request to provide your consent for your child to receive special education and related services for the first time, or if you refuse to give such consent or later revoke (cancel) your consent in writing, your school district may not use the procedural safeguards (i.e., mediation, due process complaint, resolution meeting, or an impartial due process hearing) in order to obtain agreement or a ruling that the special education and related services (recommended by your child's IEP Team) may be provided to your child without your consent.

If you refuse to give your consent for your child to receive special education and related services for the first time, or if you do not respond to a request to provide such consent or later revoke (cancel) your consent in writing and the school district does not provide your child with the special education and related services for which it sought your consent, your school district:

1. Is not in violation of the requirement to make a free appropriate public education (FAPE) available to your child for its failure to provide those services to your child; **and**
2. Is not required to have an individualized education program (IEP) meeting or develop an IEP for your child for the special education and related services for which your consent was requested.

If you revoke (cancel) your consent in writing at any point after your child is first provided special education and related services, then the school district may not

continue to provide such services, but must provide you with prior written notice, as described under the heading ***Prior Written Notice***, before discontinuing those services.

Parent's Right to Object
Once you consent to the initial start of services, the school district is not required to obtain your consent to make changes to the IEP. However, if you do not want the school district to implement the changes to the IEP, you must submit your objections in writing. Your written objections must either be postmarked or hand-delivered to the school district within 10 days of receiving the written notice of the changes.
IDAPA 8.02.03.109.05a

Parental consent for reevaluations

Your school district must obtain your informed consent before it reevaluates your child, unless your school district can demonstrate that:

1. It took reasonable steps to obtain your consent for your child's reevaluation; **and**
2. You did not respond.

If you refuse to consent to your child's reevaluation, the school district may, but is not required to, pursue your child's reevaluation by using the mediation, due process complaint, resolution meeting, and impartial due process hearing procedures to seek to override your refusal to consent to your child's reevaluation. As with initial evaluations, your school district does not violate its obligations under Part B of IDEA if it declines to pursue the reevaluation in this manner.

Documentation of reasonable efforts to obtain parental consent

Your school must maintain documentation of reasonable efforts to obtain your consent for initial evaluations, to provide special education and related services for the first time, for a reevaluation, and to locate parents of wards of the State for initial evaluations. The documentation must include a record of the school district's attempts in these areas, such as:

1. Detailed records of telephone calls made or attempted and the results of those calls;
2. Copies of correspondence sent to you and any responses received; **and**
3. Detailed records of visits made to your home or place of employment and the results of those visits.

Other consent requirements

Your consent is not required before your school district may:

1. Review existing data as part of your child's evaluation or a reevaluation; **or**

2. Give your child a test or other evaluation that is given to all children unless, before that test or evaluation, consent is required from parents of all children.

The school district must develop and implement procedures to ensure that your refusal to consent to any of these other services and activities does not result in a failure to provide your child with a free appropriate public education (FAPE). Also, your school district may not use your refusal to consent to one of these services or activities as a basis for denying any other service, benefit, or activity, unless another Part B requirement requires the school district to do so.

If you have enrolled your child in a private school at your own expense or if you are home schooling your child, and you do not provide your consent for your child's initial evaluation or your child's reevaluation, or you fail to respond to a request to provide your consent, the school district may not use its dispute resolution procedures (i.e., mediation, due process complaint, resolution meeting, or an impartial due process hearing) and is not required to consider your child as eligible to receive equitable services (services made available to some parentally-placed private school children with disabilities).

INDEPENDENT EDUCATIONAL EVALUATIONS

34 CFR §300.502

General

As described below, you have the right to obtain an independent educational evaluation (IEE) of your child if you disagree with the evaluation of your child that was obtained by your school district.

If you request an independent educational evaluation, the school district must provide you with information about where you may obtain an independent educational evaluation and about the school district's criteria that apply to independent educational evaluations.

Definitions

Independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by the school district responsible for the education of your child.

Public expense means that the school district either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to you, consistent with the provisions of Part B of IDEA, which allow each State to use whatever State, local, Federal, and private sources of support are available in the State to meet the requirements of Part B of the Act.

Right to evaluation at public expense

You have the right to an independent educational evaluation of your child at public expense if you disagree with an evaluation of your child obtained by your school district, subject to the following conditions:

1. If you request an independent educational evaluation of your child at public expense, your school district must, without unnecessary delay, <u>either</u>: (a) File a

due process complaint to request a hearing to show that its evaluation of your child is appropriate; or (b) Provide an independent educational evaluation at public expense, unless the school district demonstrates in a hearing that the evaluation of your child that you obtained did not meet the school district's criteria.

2. If your school district requests a hearing and the final decision is that your school district's evaluation of your child is appropriate, you still have the right to an independent educational evaluation, but not at public expense.
3. If you request an independent educational evaluation of your child, the school district may ask why you object to the evaluation of your child obtained by your school district. However, your school district may not require an explanation and may not unreasonably delay either providing the independent educational evaluation of your child at public expense or filing a due process complaint to request a due process hearing to defend the school district's evaluation of your child.

You are entitled to only one independent educational evaluation of your child at public expense each time your school district conducts an evaluation of your child with which you disagree.

Parent-initiated evaluations

If you obtain an independent educational evaluation of your child at public expense or you share with the school district an evaluation of your child that you obtained at private expense:

1. Your school district must consider the results of the evaluation of your child, if it meets the school district's criteria for independent educational evaluations, in any decision made with respect to the provision of a free appropriate public education (FAPE) to your child; **and**
2. You or your school district may present the evaluation as evidence at a due process hearing regarding your child.

Requests for evaluations by hearing officers

If a hearing officer requests an independent educational evaluation of your child as part of a due process hearing, the cost of the evaluation must be at public expense.

School district criteria

If an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the school district uses when it initiates an evaluation (to the extent those criteria are consistent with your right to an independent educational evaluation).

Except for the criteria described above, a school district may not impose conditions or timelines related to obtaining an independent educational evaluation at public expense.

CONFIDENTIALITY OF INFORMATION

DEFINITIONS

34 CFR §300.611

As used under the heading **Confidentiality of Information**:

Destruction means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.

Education records means the type of records covered under the definition of ‘‘education records’’ in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA)).

Participating agency means any school district, agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of IDEA.

PERSONALLY IDENTIFIABLE

34 CFR §300.32

Personally identifiable means information that includes:

(a) Your child's name, your name as the parent, or the name of another family member;

(b) Your child's address;

(c) A personal identifier, such as your child’s social security number or student number; **or**

(d) A list of personal characteristics or other information that would make it possible to identify your child with reasonable certainty.

NOTICE TO PARENTS

34 CFR §300.612

The State Educational Agency must give notice that is adequate to fully inform parents about confidentiality of personally identifiable information, including:

1. A description of the extent to which the notice is given in the native languages of the various population groups in the State;
2. A description of the children on whom personally identifiable information is maintained, the types of information sought, the methods the State intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;

3. A summary of the policies and procedures that participating agencies must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information; **and**
4. A description of all of the rights of parents and children regarding this information, including the rights under the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations in 34 CFR Part 99.

Before any major activity to identify, locate, or evaluate children in need of special education and related services (also known as "child find"), the notice must be published or announced in newspapers or other media, or both, with circulation adequate to notify parents throughout the State of these activities.

ACCESS RIGHTS

34 CFR §300.613

The participating agency must permit you to inspect and review any education records relating to your child that are collected, maintained, or used by your school district under Part B of IDEA. The participating agency must comply with your request to inspect and review any education records on your child without unnecessary delay and before any meeting regarding an individualized education program (IEP), or any impartial due process hearing (including a resolution meeting or a hearing regarding discipline), and in no case more than 45 calendar days after you have made a request.

Your right to inspect and review education records includes:

1. Your right to a response from the participating agency to your reasonable requests for explanations and interpretations of the records;
2. Your right to request that the participating agency provide copies of the records if you cannot effectively inspect and review the records unless you receive those copies; **and**
3. Your right to have your representative inspect and review the records.

The participating agency may presume that you have authority to inspect and review records relating to your child unless advised that you do not have the authority under applicable State law governing such matters as guardianship, separation, and divorce.

RECORD OF ACCESS

34 CFR §300.614

Each participating agency must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of IDEA (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

RECORDS ON MORE THAN ONE CHILD

34 CFR §300.615

If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.

LIST OF TYPES AND LOCATIONS OF INFORMATION

34 CFR §300.616

On request, each participating agency must provide you with a list of the types and locations of education records collected, maintained, or used by the agency.

FEES

34 CFR §300.617

Each participating agency may charge a fee for copies of records that are made for you under Part B of IDEA, if the fee does not effectively prevent you from exercising your right to inspect and review those records.

A participating agency may not charge a fee to search for or to retrieve information under Part B of IDEA.

AMENDMENT OF RECORDS AT PARENT'S REQUEST

34 CFR §300.618

If you believe that information in the education records regarding your child collected, maintained, or used under Part B of IDEA is inaccurate, misleading, or violates the privacy or other rights of your child, you may request the participating agency that maintains the information to change the information.

The participating agency must decide whether to change the information in accordance with your request within a reasonable period of time of receipt of your request.

If the participating agency refuses to change the information in accordance with your request, it must inform you of the refusal and advise you of your right to a hearing as described under the heading ***Opportunity For a Hearing***.

OPPORTUNITY FOR A HEARING

34 CFR §300.619

The participating agency must, on request, provide you an opportunity for a hearing to challenge information in education records regarding your child to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child.

HEARING PROCEDURES

34 CFR §300.621

A hearing to challenge information in education records must be conducted according to the procedures for such hearings under the Family Educational Rights and Privacy Act (FERPA).

RESULT OF HEARING

34 CFR §300.620

If, as a result of the hearing, the participating agency decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of your child, it must change the information accordingly and inform you in writing.

If, as a result of the hearing, the participating agency decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child, it must inform you of your right to place in the records that it maintains on your child a statement commenting on the information or providing any reasons you disagree with the decision of the participating agency.

Such an explanation placed in the records of your child must:

1. Be maintained by the participating agency as part of the records of your child as long as the record or contested portion is maintained by the participating agency; **and**
2. If the participating agency discloses the records of your child or the challenged information to any party, the explanation must also be disclosed to that party.

CONSENT FOR DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION

34 CFR §300.622

Unless the information is contained in education records, and the disclosure is authorized without parental consent under the Family Educational Rights and Privacy Act (FERPA), your consent must be obtained before personally identifiable information

is disclosed to parties other than officials of participating agencies. Except under the circumstances specified below, your consent is not required before personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of Part B of IDEA.

Your consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

If your child is in, or is going to go to, a private school that is not located in the same school district you reside in, your consent must be obtained before any personally identifiable information about your child is released between officials in the school district where the private school is located and officials in the school district where you reside.

SAFEGUARDS

34 CFR §300.623

Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information.

All persons collecting or using personally identifiable information must receive training or instruction regarding your State's policies and procedures regarding confidentiality under Part B of IDEA and the Family Educational Rights and Privacy Act (FERPA).

Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who may have access to personally identifiable information.

DESTRUCTION OF INFORMATION

34 CFR §300.624

Your school district must inform you when personally identifiable information collected, maintained, or used under Part B of IDEA is no longer needed to provide educational services to your child.

The information must be destroyed at your request. However, a permanent record of your child's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

STATE COMPLAINT PROCEDURES

DIFFERENCES BETWEEN THE PROCEDURES FOR DUE PROCESS COMPLAINTS AND HEARINGS AND FOR STATE COMPLAINTS

The regulations for Part B of IDEA set forth separate procedures for State complaints and for due process complaints and hearings. As explained below, any individual or organization may file a State complaint alleging a violation of any Part B requirement by a school district, the State Educational Agency, or any other public agency. Only you or a school district may file a due process complaint on any matter relating to a proposal or a refusal to initiate or change the identification, evaluation, or educational placement of a child with a disability, or the provision of a free appropriate public education (FAPE) to the child. While staff of the State Educational Agency generally must resolve a State complaint within a 60-calendar-day timeline, unless the timeline is properly extended, an impartial hearing officer must hear a due process complaint (if not resolved through a resolution meeting or through mediation) and issue a written decision within 45-calendar-days after the end of the resolution period, as described in this document under the heading Resolution Process, unless the hearing officer grants a specific extension of the timeline at your request or the school district's request. The State complaint and due process complaint, resolution and hearing procedures are described more fully below. The State Educational Agency must develop model forms to help you file a due process complaint and help you or other parties to file a State complaint as described under the heading ***Model Forms***.

ADOPTION OF STATE COMPLAINT PROCEDURES

34 CFR §300.151

General

Each State Educational Agency must have written procedures for:

1. Resolving any complaint, including a complaint filed by an organization or individual from another State;
2. The filing of a complaint with the State Educational Agency;
3. Widely disseminating the State complaint procedures to parents and other interested individuals, including parent training and information centers, protection and advocacy agencies, independent living centers, and other appropriate entities.

Remedies for denial of appropriate services

In resolving a State complaint in which the State Educational Agency has found a failure to provide appropriate services, the State Educational Agency must address:

1. The failure to provide appropriate services, including corrective action appropriate to address the needs of the child (such as compensatory services or monetary reimbursement); **and**
2. Appropriate future provision of services for all children with disabilities.

MINIMUM STATE COMPLAINT PROCEDURES

34 CFR §300.152

Time limit; minimum procedures

Each State Educational Agency must include in its State complaint procedures a time limit of 60 calendar days after a complaint is filed to:

1. Carry out an independent on-site investigation, if the State Educational Agency determines that an investigation is necessary;
2. Give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint;
3. Provide the school district or other public agency with the opportunity to respond to the complaint, including, at a minimum: (a) at the option of the agency, a proposal to resolve the complaint; **and** (b) an opportunity for a parent who has filed a complaint and the agency to agree voluntarily to engage in mediation;
4. Review all relevant information and make an independent determination as to whether the school district or other public agency is violating a requirement of Part B of IDEA; **and**
5. Issue a written decision to the complainant that addresses each allegation in the complaint and contains: (a) findings of fact and conclusions; **and** (b) the reasons for the State Educational Agency's final decision.

Time extension; final decision; implementation

The State Educational Agency's procedures described above also must:

1. Permit an extension of the 60 calendar-day time limit only if: (a) exceptional circumstances exist with respect to a particular State complaint; **or** (b) you and the school district or other public agency involved voluntarily agree to extend the time to resolve the matter through mediation or alternative means of dispute resolution, if available in the State.
2. Include procedures for effective implementation of the State Educational Agency's final decision, if needed, including: (a) technical assistance activities; (b) negotiations; **and** (c) corrective actions to achieve compliance.

State complaints and due process hearings

If a written State complaint is received that is also the subject of a due process hearing as described under the heading ***Filing a Due Process Complaint***, or the State complaint contains multiple issues of which one or more are part of such a hearing, the State must set aside any part of the State complaint that is being addressed in the due process hearing until the hearing is over. Any issue in the State complaint that is not a part of the due process hearing must be resolved using the time limit and procedures described above.

If an issue raised in a State complaint has previously been decided in a due process hearing involving the same parties (for example, you and the school district), then the due process hearing decision is binding on that issue and the State Educational Agency must inform the complainant that the decision is binding.

A complaint alleging a school district's or other public agency's failure to implement a due process hearing decision must be resolved by the State Educational Agency.

FILING A STATE COMPLAINT

34 CFR §300.153

An organization or individual may file a signed written State complaint under the procedures described above.

The State complaint must include:

1. A statement that a school district or other public agency has violated a requirement of Part B of IDEA or its implementing regulations in 34 CFR Part 300;
2. The facts on which the statement is based;
3. The signature and contact information for the party filing the complaint; and
4. If alleging violations regarding a specific child:
   (a) The name of the child and address of the residence of the child;
   (b) The name of the school the child is attending;
   (c) In the case of a homeless child or youth, available contact information for the child, and the name of the school the child is attending;
   (d) A description of the nature of the problem of the child, including facts relating to the problem; **and**
   (e) A proposed resolution of the problem to the extent known and available to the party filing the complaint at the time the complaint is filed.

The complaint must allege a violation that occurred not more than one year prior to the date that the complaint is received as described under the heading ***Adoption of State Complaint Procedures.***

The party filing the State complaint must forward a copy of the complaint to the school district or other public agency serving the child at the same time the party files the complaint with the State Educational Agency.

DUE PROCESS COMPLAINT PROCEDURES

FILING A DUE PROCESS COMPLAINT

34 CFR §300.507

General

You or the school district may file a due process complaint on any matter relating to a proposal or a refusal to initiate or change the identification, evaluation or educational placement of your child, or the provision of a free appropriate public education (FAPE) to your child.

The due process complaint must allege a violation that happened not more than two years before you or the school district knew or should have known about the alleged action that forms the basis of the due process complaint.

The above timeline does not apply to you if you could not file a due process complaint within the timeline because:

1. The school district specifically misrepresented that it had resolved the issues identified in the complaint; **or**
2. The school district withheld information from you that it was required to provide you under Part B of IDEA.

Information for parents

The school district must inform you of any free or low-cost legal and other relevant services available in the area if you request the information, **or** if you or the school district file a due process complaint.

~~Idaho Parents Unlimited, Inc.~~
~~1878 W Overland~~
~~Boise, Idaho 83705~~
~~800-242-4785~~
~~V/TT: (208) 342-5884~~

~~DisAbility Rights Idaho~~
~~4477 Emerald St., Suite B-100~~
~~Boise, Idaho 83706~~
~~866-262-3462~~
~~V/TT: 800-632-5125~~
~~V/TT: (208) 336-5353~~

DisAbility Rights Idaho

Boise Office:
4477 Emerald Street, Suite B-100
Boise, ID 83706-2066
208-336-5353
208-336-5396 (fax)
800-632-5125 (toll-free)

Pocatello Office:
1246 Yellowstone Avenue, Suite A-3
Pocatello, ID 83201-4374
500 South 8th Street
~~1878 W Overland~~
Boise, ID 8370~~5~~2
208-232-0922
208-232-0938 (fax)
866-309-1589 (toll-free)

Web:disabilityrightsidaho.org

Idaho Parents Unlimited, Inc. (IPUL)
800/242-IPUL (4785)
V/TT: 208/342-5884
Web: *ipulidaho.org*

DUE PROCESS COMPLAINT

34 CFR §300.508

General

In order to request a hearing, you or the school district (or your attorney or the school district's attorney) must submit a due process complaint to the other party. That complaint must contain all of the content listed below and must be kept confidential.

Whoever files the complaint must also provide the State Educational Agency with a copy of the complaint.

Content of the complaint

The due process complaint must include:

1. The name of the child;
2. The address of the child's residence;
3. The name of the child's school;
4. If the child is a homeless child or youth, the child's contact information and the name of the child's school;
5. A description of the nature of the problem of the child relating to the proposed or refused action, including facts relating to the problem; **and**
6. A proposed resolution of the problem to the extent known and available to the complaining party (you or the school district) at the time.

Notice required before a hearing on a due process complaint

You or the school district may not have a due process hearing until you or the school district (or your attorney or the school district's attorney) files a due process complaint that includes the information listed above.

Sufficiency of complaint

In order for a due process complaint to go forward, it must be considered sufficient. The due process complaint will be considered sufficient (to have met the content requirements above) unless the party receiving the due process complaint (you or the school district) notifies the hearing officer and the other party in writing, within 15 calendar days of receiving the complaint, that the receiving party believes that the due process complaint does not meet the requirements listed above.

Within five calendar days of receiving the notification that the receiving party (you or the school district) considers a due process complaint insufficient, the hearing officer must decide if the due process complaint meets the requirements listed above, and notify you and the school district in writing immediately.

Complaint amendment

You or the school district may make changes to the complaint only if:

1. The other party approves of the changes in writing and is given the chance to resolve the due process complaint through a resolution meeting, described under the heading ***Resolution Process***; **or**
2. By no later than five days before the due process hearing begins, the hearing officer grants permission for the changes.

If the complaining party (you or the school district) makes changes to the due process complaint, the timelines for the resolution meeting (within 15 calendar days of receiving the complaint) and the time period for resolution (within 30 calendar days of receiving the complaint) start again on the date the amended complaint is filed.

Local educational agency (LEA) or school district response to a due process complaint

If the school district has not sent a prior written notice to you, as described under the heading ***Prior Written Notice***, regarding the subject matter contained in your due process complaint, the school district must, within 10 calendar days of receiving the due process complaint, send to you a response that includes:

1. An explanation of why the school district proposed or refused to take the action raised in the due process complaint;
2. A description of other options that your child's individualized education program (IEP) Team considered and the reasons why those options were rejected;
3. A description of each evaluation procedure, assessment, record, or report the school district used as the basis for the proposed or refused action; **and**
4. A description of the other factors that are relevant to the school district's proposed or refused action.

Providing the information in items 1-4 above does not prevent the school district from asserting that your due process complaint was insufficient.

Other party response to a due process complaint

Except as stated under the sub-heading immediately above, ***Local educational agency (LEA) or school district response to a due process complaint***, the party receiving a due process complaint must, within 10 calendar days of receiving the complaint, send the other party a response that specifically addresses the issues in the complaint.

MODEL FORMS

34 CFR §300.509

The State Educational Agency must develop model forms to help you to file a due process complaint and to help you and other parties to file a State complaint. However, your State or the school district may not require the use of these model forms. In fact, you can use the model form or another appropriate form, so long as it contains the required information for filing a due process complaint or a State complaint.

MEDIATION

34 CFR §300.506

General

The school district must develop procedures that make mediation available to allow you and the school district to resolve disagreements involving any matter under Part B of IDEA, including matters arising prior to the filing of a due process complaint. Thus, mediation is available to resolve disputes under Part B of IDEA, whether or not you have filed a due process complaint to request a due process hearing as described under the heading ***Filing a Due Process Complaint***.

Requirements

The procedures must ensure that the mediation process:

1. Is voluntary on your part and the school district's part;
2. Is not used to deny or delay your right to a due process hearing, or to deny any other rights provided under Part B of IDEA; **and**
3. Is conducted by a qualified and impartial mediator who is trained in effective mediation techniques.

The school district may develop procedures that offer parents and schools that choose not to use the mediation process, an opportunity to meet, at a time and location convenient to you, with a disinterested party:

1. Who is under contract with an appropriate alternative dispute resolution entity, or a parent training and information center or community parent resource center in the State; **and**
2. Who would explain the benefits of, and encourage the use of, the mediation process to you.

The State must keep a list of people who are qualified mediators and know the laws and regulations relating to the provision of special education and related services. The State Educational Agency must select mediators on a random, rotational, or other impartial basis.

The State is responsible for the costs of the mediation process, including the costs of meetings.

Each meeting in the mediation process must be scheduled in a timely manner and held at a place that is convenient for you and the school district.

If you and the school district resolve a dispute through the mediation process, both parties must enter into a legally binding agreement that sets forth the resolution and:

1. States that all discussions that happened during the mediation process will remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding (court case); **and**
2. Is signed by both you and a representative of the school district who has the authority to bind the school district.

A written, signed mediation agreement is enforceable in any State court of competent jurisdiction (a court that has the authority under State law to hear this type of case) or in a district court of the United States.

Discussions that happened during the mediation process must be confidential. They cannot be used as evidence in any future due process hearing or civil proceeding of any Federal court or State court of a State receiving assistance under Part B of IDEA.

Impartiality of mediator

The mediator:

1. May not be an employee of the State Educational Agency or the school district that is involved in the education or care of your child; **and**
2. Must not have a personal or professional interest which conflicts with the mediator's objectivity.

A person who otherwise qualifies as a mediator is not an employee of a school district or State agency solely because he or she is paid by the agency or school district to serve as a mediator.

RESOLUTION PROCESS

34 CFR §300.510

Resolution meeting

Within 15 calendar days of receiving notice of your due process complaint, and before the due process hearing begins, the school district must convene a meeting with you and the relevant member or members of the individualized education program (IEP) Team who have specific knowledge of the facts identified in your due process complaint. The meeting:

1. Must include a representative of the school district who has decision-making authority on behalf of the school district; **and**

2. May not include an attorney of the school district unless you are accompanied by an attorney.

You and the school district determine the relevant members of the IEP Team to attend the meeting.

The purpose of the meeting is for you to discuss your due process complaint, and the facts that form the basis of the complaint, so that the school district has the opportunity to resolve the dispute.

The resolution meeting is not necessary if:

1. You and the school district agree in writing to waive the meeting; **or**
2. You and the school district agree to use the mediation process, as described under the heading ***Mediation***.

Resolution period

If the school district has not resolved the due process complaint to your satisfaction within 30 calendar days of the receipt of the due process complaint (during the time period for the resolution process), the due process hearing may occur.

The 45-calendar-day timeline for issuing a final due process hearing decision, as described under the heading, ***Hearing Decisions***, begins at the expiration of the 30-calendar-day resolution period, with certain exceptions for adjustments made to the 30-calendar-day resolution period, as described below.

Except where you and the school district have both agreed to waive the resolution process or to use mediation, your failure to participate in the resolution meeting will delay the timelines for the resolution process and due process hearing until the meeting is held.

If after making reasonable efforts and documenting such efforts, the school district is not able to obtain your participation in the resolution meeting, the school district may, at the end of the 30-calendar-day resolution period, request that a hearing officer dismiss your due process complaint. Documentation of such efforts must include a record of the school district's attempts to arrange a mutually agreed upon time and place, such as:

1. Detailed records of telephone calls made or attempted and the results of those calls;
2. Copies of correspondence sent to you and any responses received; and
3. Detailed records of visits made to your home or place of employment and the results of those visits.

If the school district fails to hold the resolution meeting within 15 calendar days of receiving notice of your due process complaint **or** fails to participate in the resolution meeting, you may ask a hearing officer to begin the 45-calendar-day due process hearing timeline.

Adjustments to the 30-calendar-day resolution period

If you and the school district agree in writing to waive the resolution meeting, then the 45-calendar-day timeline for the due process hearing starts the next day.

After the start of mediation or the resolution meeting and before the end of the 30-calendar-day resolution period, if you and the school district agree in writing that no agreement is possible, then the 45-calendar-day timeline for the due process hearing starts the next day.

If you and the school district agree to use the mediation process but have not yet reached agreement, at the end of the 30-calendar-day resolution period the mediation process may be continued until an agreement is reached if both parties agree to the continuation in writing. However, if either you or the school district withdraws from the mediation process during this continuation period, then the 45-calendar-day timeline for the due process hearing starts the next day.

Written settlement agreement

If a resolution to the dispute is reached at the resolution meeting, you and the school district must enter into a legally binding agreement that is:

1. Signed by you and a representative of the school district who has the authority to bind the school district; **and**
2. Enforceable in any State court of competent jurisdiction (a State court that has authority to hear this type of case) or in a district court of the United States or by the State Educational Agency, if your State has another mechanism or procedures that permit parties to seek enforcement of resolution agreements.

Agreement review period

If you and the school district enter into an agreement as a result of a resolution meeting, either party (you or the school district) may void the agreement within 3 business days of the time that both you and the school district signed the agreement.

HEARINGS ON DUE PROCESS COMPLAINTS

IMPARTIAL DUE PROCESS HEARING

34 CFR §300.511

General

Whenever a due process complaint is filed, you or the school district involved in the dispute must have an opportunity for an impartial due process hearing, as described in the ***Due Process Complaint*** and ***Resolution Process*** sections.

Impartial hearing officer

At a minimum, a hearing officer:

1. Must not be an employee of the State Educational Agency or the school district that is involved in the education or care of the child. However, a person is not an employee of the agency solely because he or she is paid by the agency to serve as a hearing officer;
2. Must not have a personal or professional interest that conflicts with the hearing officer's objectivity in the hearing;
3. Must be knowledgeable and understand the provisions of IDEA, Federal and State regulations pertaining to IDEA, and legal interpretations of IDEA by Federal and State courts; **and**
4. Must have the knowledge and ability to conduct hearings, and to make and write decisions, consistent with appropriate, standard legal practice.

Each school district must keep a list of those persons who serve as hearing officers that includes a statement of the qualifications of each hearing officer.

Subject matter of due process hearing

The party (you or the school district) that requests the due process hearing may not raise issues at the due process hearing that were not addressed in the due process complaint, unless the other party agrees.

Timeline for requesting a hearing

You or the school district must request an impartial hearing on a due process complaint within two years of the date you or the school district knew or should have known about the issue addressed in the complaint.

Exceptions to the timeline

The above timeline does not apply to you if you could not file a due process complaint because:

1. The school district specifically misrepresented that it had resolved the problem or issue that you are raising in your complaint; **or**
2. The school district withheld information from you that it was required to provide to you under Part B of IDEA.

HEARING RIGHTS

34 CFR §300.512

General

You have the right to represent yourself at a due process hearing (including a hearing relating to disciplinary procedures) or an appeal with a hearing to receive additional evidence, as described under the subheading, ***Appeal of decisions; impartial review***. In addition, any party to a hearing has the right to:

1. Be accompanied and advised by an attorney and/or persons with special knowledge or training regarding the problems of children with disabilities;
2. Be represented at the hearing by an attorney;
3. Present evidence and confront, cross-examine, and require the attendance of witnesses;
4. Prohibit the introduction of any evidence at the hearing that has not been disclosed to the other party at least five business days before the hearing;
5. Obtain a written, or, at your option, electronic, word-for-word record of the hearing; **and**
6. Obtain written, or, at your option, electronic findings of fact and decisions.

Additional disclosure of information

At least five business days prior to a due process hearing, you and the school district must disclose to each other all evaluations completed by that date and recommendations based on those evaluations that you or the school district intend to use at the hearing.

A hearing officer may prevent any party that fails to comply with this requirement from introducing the relevant evaluation or recommendation at the hearing without the consent of the other party.

Parental rights at hearings

You must be given the right to:

1. Have your child present at the hearing;

2. Open the hearing to the public; **and**
3. Have the record of the hearing, the findings of fact and decisions provided to you at no cost.

HEARING DECISIONS

34 CFR §300.513

Decision of the hearing officer

A hearing officer's decision on whether your child received a free appropriate public education (FAPE) must be based on evidence and arguments that directly relate to FAPE.

In matters alleging a procedural violation (such as "an incomplete IEP Team"), a hearing officer may find that your child did not receive FAPE only if the procedural violations:

1. Interfered with your child's right to a free appropriate public education (FAPE);
2. Significantly interfered with your opportunity to participate in the decision-making process regarding the provision of a free appropriate public education (FAPE) to your child; **or**
3. Caused your child to be deprived of an educational benefit.

None of the provisions described above can be interpreted to prevent a hearing officer from ordering a school district to comply with the requirements in the procedural safeguards section of the Federal regulations under Part B of IDEA (34 CFR §§300.500 through 300.536).

Separate request for a due process hearing

Nothing in the procedural safeguards section of the Federal regulations under Part B of IDEA (34 CFR §§300.500 through 300.536) can be interpreted to prevent you from filing a separate due process complaint on an issue separate from a due process complaint already filed.

Findings and decision provided to the advisory panel and general public

The State Educational Agency or the school district, (whichever was responsible for your hearing) after deleting any personally identifiable information, must:

1. Provide the findings and decisions in the due process hearing or appeal to the State special education advisory panel; **and**
2. Make those findings and decisions available to the public.

APPEALS

FINALITY OF DECISION; APPEAL; IMPARTIAL REVIEW

34 CFR §300.514

Finality of hearing decision

A decision made in a due process hearing (including a hearing relating to disciplinary procedures) is final, except that any party involved in the hearing (you or the school district) may appeal the decision by bringing a civil action, as described under the heading ***Civil Actions, Including the Time Period in Which to File Those Actions***.

TIMELINES AND CONVENIENCE OF HEARINGS AND REVIEWS

34 CFR §300.515

The State Educational Agency must ensure that not later than 45 calendar days after the expiration of the 30-calendar-day period for resolution meetings **or**, as described under the sub-heading ***Adjustments to the 30-calendar-day resolution period,*** not later than 45 calendar days after the expiration of the adjusted time period:

1. A final decision is reached in the hearing; **and**
2. A copy of the decision is mailed to each of the parties.

A hearing officer may grant specific extensions of time beyond the 45-calendar-day time period described above at the request of either party (you or the school district).

Each hearing must be conducted at a time and place that is reasonably convenient to you and your child.

CIVIL ACTIONS, INCLUDING THE TIME PERIOD IN WHICH TO FILE THOSE ACTIONS

34 CFR §300.516

General

Any party (you or the school district) who does not agree with the findings and decision in the due process hearing (including a hearing relating to disciplinary procedures) has the right to bring a civil action with respect to the matter that was the subject of the due process hearing. The action may be brought in a State court of competent jurisdiction (a State court that has authority to hear this type of case) or in a district court of the United States without regard to the amount in dispute.

Time limitation

The party (you or the school district) bringing the action shall have 42 calendar days from the date of the decision of the hearing officer to file a civil action.

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Additional procedures

In any civil action, the court:

1. Receives the records of the administrative proceedings;
2. Hears additional evidence at your request or at the school district's request; **and**
3. Bases its decision on the preponderance of the evidence and grants the relief that the court determines to be appropriate.

Under appropriate circumstances, judicial relief may include reimbursement of private school tuition and compensatory education services.

Jurisdiction of district courts

The district courts of the United States have authority to rule on actions brought under Part B of IDEA without regard to the amount in dispute.

Rule of construction

Nothing in Part B of IDEA restricts or limits the rights, procedures, and remedies available under the U.S. Constitution, the Americans with Disabilities Act of 1990, Title V of the Rehabilitation Act of 1973 (Section 504), or other Federal laws protecting the rights of children with disabilities, except that before the filing of a civil action under these laws seeking relief that is also available under Part B of IDEA, the due process procedures described above must be exhausted to the same extent as would be required if the party filed the action under Part B of IDEA. This means that you may have remedies available under other laws that overlap with those available under IDEA, but in general, to obtain relief under those other laws, you must first use the available administrative remedies under IDEA (i.e., the due process complaint; resolution process, including the resolution meeting; and impartial due process hearing procedures) before going directly into court.

THE CHILD'S PLACEMENT WHILE THE DUE PROCESS COMPLAINT AND HEARING ARE PENDING

34 CFR §300.518

Except as provided below under the heading ***PROCEDURES WHEN DISCIPLINING CHILDREN WITH DISABILITIES,*** once a due process complaint is sent to the other party, during the resolution process time period, and while waiting for the decision of any impartial due process hearing or court proceeding, unless you and the State or

school district agree otherwise, your child must remain in his or her current educational placement.

If the due process complaint involves an application for initial admission to public school, your child, with your consent, must be placed in the regular public school program until the completion of all such proceedings.

If the due process complaint involves an application for initial services under Part B of IDEA for a child who is transitioning from being served under Part C of IDEA to Part B of IDEA and who is no longer eligible for Part C services because the child has turned three, the school district is not required to provide the Part C services that the child has been receiving. If the child is found eligible under Part B of IDEA and you consent for your child to receive special education and related services for the first time, then, pending the outcome of the proceedings, the school district must provide those special education and related services that are not in dispute (those which you and the school district both agree upon).

If a hearing officer in a due process hearing conducted by the State Educational Agency agrees with you that a change of placement is appropriate, that placement must be treated as your child's current educational placement where your child will remain while waiting for the decision of any impartial due process hearing or court proceeding.

ATTORNEYS' FEES

34 CFR §300.517

General

In any action or proceeding brought under Part B of IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to you, if you prevail (win).

In any action or proceeding brought under Part B of IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to a prevailing State Educational Agency or school district, to be paid by your attorney, if the attorney: (a) filed a complaint or court case that the court finds is frivolous, unreasonable, or without foundation; **or** (b) continued to litigate after the litigation clearly became frivolous, unreasonable, or without foundation; **or**

In any action or proceeding brought under Part B of IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to a prevailing State Educational Agency or school district, to be paid by you or your attorney, if your request for a due process hearing or later court case was presented for any improper purpose, such as to harass, to cause unnecessary delay, or to unnecessarily increase the cost of the action or proceeding (hearing).

Award of fees

A court awards reasonable attorneys' fees as follows:

1. Fees must be based on rates prevailing in the community in which the action or proceeding arose for the kind and quality of services furnished. No bonus or multiplier may be used in calculating the fees awarded.
2. Attorneys' fees may not be awarded and related costs may not be reimbursed in any action or proceeding under Part B of IDEA for services performed after a written offer of settlement is made to you if:
   a. The offer is made within the time prescribed by Rule 68 of the Federal Rules of Civil Procedure or, in the case of a due process hearing or State-level review, at any time more than 10 calendar days before the proceeding begins;
   b. The offer is not accepted within 10 calendar days; **and**
   c. The court or administrative hearing officer finds that the relief finally obtained by you is not more favorable to you than the offer of settlement.

   Despite these restrictions, an award of attorneys' fees and related costs may be made to you if you prevail and you were substantially justified in rejecting the settlement offer.
3. Fees may not be awarded relating to any meeting of the individualized education program (IEP) Team unless the meeting is held as a result of an administrative proceeding or court action.

   Fees also may not be awarded for a mediation as described under the heading ***Mediation***.

   A resolution meeting, as described under the heading ***Resolution Process***, is not considered a meeting convened as a result of an administrative hearing or court action, and also is not considered an administrative hearing or court action for purposes of these attorneys' fees provisions.

The court reduces, as appropriate, the amount of the attorneys' fees awarded under Part B of IDEA, if the court finds that:

1. You, or your attorney, during the course of the action or proceeding, unreasonably delayed the final resolution of the dispute;
2. The amount of the attorneys' fees otherwise authorized to be awarded unreasonably exceeds the hourly rate prevailing in the community for similar services by attorneys of reasonably similar skill, reputation, and experience;
3. The time spent and legal services furnished were excessive considering the nature of the action or proceeding; **or**
4. The attorney representing you did not provide to the school district the appropriate information in the due process request notice as described under the heading ***Due Process Complaint***.

However, the court may not reduce fees if the court finds that the State or school district unreasonably delayed the final resolution of the action or proceeding or there was a violation under the procedural safeguards provisions of Part B of IDEA.

PROCEDURES WHEN DISCIPLINING CHILDREN WITH DISABILITIES

AUTHORITY OF SCHOOL PERSONNEL

34 CFR §300.530

Case-by-case determination

School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child with a disability who violates a school code of student conduct.

General

To the extent that they also take such action for children without disabilities, school personnel may, for not more than **10 school days** in a row, remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension. School personnel may also impose additional removals of the child of not more than **10 school days** in a row in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement (see the heading ***Change of Placement Because of Disciplinary Removals*** for the definition).

Once a child with a disability has been removed from his or her current placement for a total of **10 school days** in the same school year, the school district must, during any subsequent days of removal in that school year, provide services to the extent required below under the sub-heading ***Services***.

Additional authority

If the behavior that violated the student code of conduct was not a manifestation of the child's disability (see the subheading ***Manifestation determination***) and the disciplinary change of placement would exceed **10 school days** in a row, school personnel may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities, except that the school must provide services to that child as described below under ***Services***. The child's IEP Team determines the interim alternative educational setting for such services.

Services

The school district does not provide services to a child with a disability or a child without a disability who has been removed from his or her current placement for **10 school days or less** in that school year.

A child with a disability who is removed from the child's current placement for **more than 10 school days** and the behavior is not a manifestation of the child's disability

(see subheading, ***Manifestation determination***) or who is removed under special circumstances (see the subheading, ***Special circumstances***) must:

1. Continue to receive educational services (have available a free appropriate public education), so as to enable the child to continue to participate in the general education curriculum, although in another setting (that may be an interim alternative educational setting), and to progress toward meeting the goals set out in the child's IEP; **and**
2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, which are designed to address the behavior violation so that it does not happen again.

After a child with a disability has been removed from his or her current placement for **10 school days** in that same school year, and **if** the current removal is for **10 school days** in a row or less **and** if the removal is not a change of placement (see definition below), **then** school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the removal is a change of placement (see the heading, ***Change of Placement Because of Disciplinary Removals***), the child's IEP Team determines the appropriate services to enable the child to continue to participate in the general education curriculum, although in another setting (that may be an interim alternative educational setting), and to progress toward meeting the goals set out in the child's IEP.

Manifestation determination

Within **10 school days** of any decision to change the placement of a child with a disability because of a violation of a code of student conduct (except for a removal that is for **10 school days** in a row or less and not a change of placement), the school district, you, and other relevant members of the IEP Team (as determined by you and the school district) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by you to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; **or**
2. If the conduct in question was the direct result of the school district's failure to implement the child's IEP.

If the school district, you, and other relevant members of the child's IEP Team determine that either of those conditions was met, the conduct must be determined to be a manifestation of the child's disability.

If the school district, you, and other relevant members of the child's IEP Team determine that the conduct in question was the direct result of the school district's failure to implement the IEP, the school district must take immediate action to remedy those deficiencies.

Determination that behavior was a manifestation of the child's disability

If the school district, you, and other relevant members of the IEP Team determine that the conduct was a manifestation of the child's disability, the IEP Team must either:

1. Conduct a functional behavioral assessment, unless the school district had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; **or**
2. If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.

Except as described below under the sub-heading ***Special circumstances***, the school district must return your child to the placement from which your child was removed, unless you and the district agree to a change of placement as part of the modification of the behavioral intervention plan.

Special circumstances

Whether or not the behavior was a manifestation of your child's disability, school personnel may remove a student to an interim alternative educational setting (determined by the child's IEP Team) for not more than 45 school days, if your child:

1. Carries a weapon (see the definition below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a school district;
2. Knowingly has or uses illegal drugs (see the definition below), or sells or solicits the sale of a controlled substance, (see the definition below), while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a school district; **or**
3. Has inflicted serious bodily injury (see the definition below) upon another person while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a school district.

Definitions

Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)).

Illegal drug means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

Serious bodily injury has the meaning given the term ''serious bodily injury'' under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.

Weapon has the meaning given the term ''dangerous weapon'' under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code.

Notification

On the date it makes the decision to make a removal that is a change of placement of your child because of a violation of a code of student conduct, the school district must notify you of that decision, and provide you with a procedural safeguards notice.

CHANGE OF PLACEMENT BECAUSE OF DISCIPLINARY REMOVALS

34 CFR §300.536

A removal of your child with a disability from your child's current educational placement is a **change of placement** if:

1. The removal is for more than 10 school days in a row; **or**
2. Your child has been subjected to a series of removals that constitute a pattern because:
   a. The series of removals total more than 10 school days in a school year;
   b. Your child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
   c. Of such additional factors as the length of each removal, the total amount of time your child has been removed, and the proximity of the removals to one another.

Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by the school district and, if challenged, is subject to review through due process and judicial proceedings.

DETERMINATION OF SETTING

34 CFR §300.531

The individualized education program (IEP) Team determines the interim alternative educational setting for removals that are **changes of placement**, and removals under the subheadings ***Additional authority*** and ***Special circumstances***.

APPEAL

34 CFR §300.532

General

You may file a due process complaint (see the heading ***Due Process Complaint Procedures***) to request a due process hearing if you disagree with:

1. Any decision regarding placement made under these discipline provisions; **or**

2. The manifestation determination described above.

The school district may file a due process complaint (see above) to request a due process hearing if it believes that maintaining the current placement of your child is substantially likely to result in injury to your child or to others.

Authority of hearing officer

A hearing officer that meets the requirements described under the subheading ***Impartial hearing officer*** must conduct the due process hearing and make a decision. The hearing officer may:

1. Return your child with a disability to the placement from which your child was removed if the hearing officer determines that the removal was a violation of the requirements described under the heading ***Authority of School Personnel***, or that your child's behavior was a manifestation of your child's disability; **or**
2. Order a change of placement of your child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of your child is substantially likely to result in injury to your child or to others.

These hearing procedures may be repeated, if the school district believes that returning your child to the original placement is substantially likely to result in injury to your child or to others.

Whenever you or a school district files a due process complaint to request such a hearing, a hearing must be held that meets the requirements described under the headings ***Due Process Complaint Procedures, Hearings on Due Process Complaints***, except as follows:

1. The State Educational Agency or school district must arrange for an expedited due process hearing, which must occur within **20** school days of the date the hearing is requested and must result in a determination within **10** school days after the hearing.
2. Unless you and the school district agree in writing to waive the meeting, or agree to use mediation, a resolution meeting must occur within **seven** calendar days of receiving notice of the due process complaint. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within **15** calendar days of receipt of the due process complaint.
3. A State may establish different procedural rules for expedited due process hearings than it has established for other due process hearings, but except for the timelines, those rules must be consistent with the rules in this document regarding due process hearings.

You or the school district may appeal the decision in an expedited due process hearing in the same way as for decisions in other due process hearings (see the heading ***Appeal***).

PLACEMENT DURING APPEALS

34 CFR §300.533

When, as described above, you or the school district file a due process complaint related to disciplinary matters, your child must (unless you and the State Educational Agency or school district agree otherwise) remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of removal as provided for and described under the heading ***Authority of School Personnel***, whichever occurs first.

PROTECTIONS FOR CHILDREN NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES

34 CFR §300.534

General

If your child has not been determined eligible for special education and related services and violates a code of student conduct, but the school district had knowledge (as determined below) before the behavior that brought about the disciplinary action occurred, that your child was a child with a disability, then your child may assert any of the protections described in this notice.

Basis of knowledge for disciplinary matters

A school district will be deemed to have knowledge that your child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:

1. You expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or to your child's teacher that your child is in need of special education and related services;
2. You requested an evaluation related to eligibility for special education and related services under Part B of IDEA; **or**
3. Your child's teacher or other school district personnel expressed specific concerns about a pattern of behavior demonstrated by your child directly to the school district's director of special education or to other supervisory personnel of the school district.

Exception

A school district would not be deemed to have such knowledge if:

1. You have not allowed an evaluation of your child or have refused special education services; **or**
2. Your child has been evaluated and determined to not be a child with a disability under Part B of IDEA.

Conditions that apply if there is no basis of knowledge

If prior to taking disciplinary measures against your child, a school district does not have knowledge that your child is a child with a disability, as described above under the sub-headings ***Basis of knowledge for disciplinary matters*** and ***Exception***, your child may be subjected to the disciplinary measures that are applied to children without disabilities who engage in comparable behaviors.

However, if a request is made for an evaluation of your child during the time period in which your child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

Until the evaluation is completed, your child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

If your child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the school district, and information provided by you, the school district must provide special education and related services in accordance with Part B of IDEA, including the disciplinary requirements described above.

REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES

34 CFR §300.535

Part B of IDEA does not:

1. Prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities; **or**
2. Prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

Transmittal of records

If a school district reports a crime committed by a child with a disability, the school district:

1. Must ensure that copies of the child's special education and disciplinary records are transmitted for consideration by the authorities to whom the agency reports the crime; **and**
2. May transmit copies of the child's special education and disciplinary records only to the extent permitted by the Family Educational Rights and Privacy Act (FERPA).

REQUIREMENTS FOR UNILATERAL PLACEMENT BY PARENTS OF CHILDREN IN PRIVATE SCHOOLS AT PUBLIC EXPENSE

GENERAL

34 CFR §300.148

Part B of IDEA does not require a school district to pay for the cost of education, including special education and related services, of your child with a disability at a private school or facility if the school district made a free appropriate public education (FAPE) available to your child and you choose to place the child in a private school or facility. However, the school district where the private school is located must include your child in the population whose needs are addressed under the Part B provisions regarding children who have been placed by their parents in a private school under 34 CFR §§300.131 through 300.144.

Reimbursement for private school placement

If your child previously received special education and related services under the authority of a school district, and you choose to enroll your child in a private preschool, elementary school, or secondary school without the consent of or referral by the school district, a court or a hearing officer may require the agency to reimburse you for the cost of that enrollment if the court or hearing officer finds that the agency had not made a free appropriate public education (FAPE) available to your child in a timely manner prior to that enrollment and that the private placement is appropriate. A hearing officer or court may find your placement to be appropriate, even if the placement does not meet the State standards that apply to education provided by the State Educational Agency and school districts.

Limitation on reimbursement

The cost of reimbursement described in the paragraph above may be reduced or denied:

1. If: (a) At the most recent individualized education program (IEP) meeting that you attended prior to your removal of your child from the public school, you did not inform the IEP Team that you were rejecting the placement proposed by the school district to provide FAPE to your child, including stating your concerns and your intent to enroll your child in a private school at public expense; or (b) At least 10 business days (including any holidays that occur on a business day) prior to your removal of your child from the public school, you did not give written notice to the school district of that information;
2. If, prior to your removal of your child from the public school, the school district provided prior written notice to you of its intent to evaluate your child (including a statement of the purpose of the evaluation that was appropriate and reasonable), but you did not make the child available for the evaluation; **or**
3. Upon a court's finding that your actions were unreasonable.

However, the cost of reimbursement:

1. Must not be reduced or denied for failure to provide the notice if: (a) The school prevented you from providing the notice; (b) You had not received notice of your responsibility to provide the notice described above; or (c) Compliance with the requirements above would likely result in physical harm to your child; **and**

2. May, in the discretion of the court or a hearing officer, not be reduced or denied for your failure to provide the required notice if: (a) You are not literate or cannot write in English; or (b) Compliance with the above requirement would likely result in serious emotional harm to your child.

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Chapter 12
DISCIPLINE

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Chapter 12
Discipline

Schools are encouraged to address student misconduct through appropriate school-wide discipline policies, instructional services, and/or related services. If a student with a disability has behavior problems that interfere with his or her learning or the learning of others, an individualized education program (IEP) team shall consider the use of strategies, including positive behavioral supports and interventions, to address the behavior. If the IEP team determines that such services are needed, they must be included in the IEP and must be implemented.

Students with disabilities who are subject to disciplinary actions by a district are entitled to all of the due process rights afforded students without disabilities under Idaho Code 33-205 and state and local policies. In addition to these rights, the IDEA ~~Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004)~~ provides special education rights and additional discipline procedures to a student with a disability whom the district is removing from his or her current educational placement. These procedures come into play when the district is unable to work out an appropriate placement for the student with the ~~parent and/or adult student~~ parent/adult student. Further, these procedures do not prevent district personnel from maintaining a safe environment conducive to learning that is critical for all students.

Even though Idaho Code allows district personnel to "temporarily suspend" students for up to twenty (20) school days, all students with disabilities who have been suspended or expelled for more than ten (10) consecutive or cumulative school days in a school year retain the right to a free appropriate public education. (FAPE).

Section 1. General Discipline ~~Guidelines~~ Provisions

The general requirements pertaining to the discipline procedures of special education students are as follows:

1. District personnel may remove a student from his or her current placement to an appropriate Interim Alternative Education Setting (IAES) or another setting for not more than ten (10) consecutive days to the extent those alternatives are applied to students without disabilities.

2. District personnel may suspend any student, including a special education student, for up to ten (10) cumulative school days in a school year if he or she violates the code of student conduct, and services may cease during this period. In accordance with Idaho Code (unless services are provided to students who are nondisabled who are so suspended):

    a. A school principal has the authority to order a temporary disciplinary suspension for up to five (5) school days.

b. The superintendent can extend the disciplinary suspension for an additional ten (10) school days.

c. Provided, that on a finding by the Board of Trustees that the student's immediate return to school would be detrimental to other students' health, welfare or safety, the Board of Trustees may extend the temporary suspension for an additional five (5) school days.

d. Prior to suspending any student, the superintendent or principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any student who has been suspended may be readmitted to the school by the superintendent or principal who suspended him or her upon such reasonable conditions as said superintendent or principal may prescribe.

3. A series of suspensions exceeding ten (10) days in a school year shall not constitute a pattern of removals resulting in a change of placement, without following the procedures discussed in this chapter.

4. Students who have not been determined eligible for special education may be entitled to an evaluation and other IDEA ~~2004~~ rights—including the right to FAPE during periods of disciplinary suspension that extend beyond ten (10) cumulative school days in a school year if:

   a. The district had basis of knowledge that the student met the IDEA ~~2004~~ eligibility prior to the behavior that precipitated the disciplinary suspension; and

   b. The ~~parent and/or adult student~~ parent/adult student asserts the right to FAPE.

Section 2. Actions Involving a Change of Placement

A change of placement is a removal from the student's current educational placement for more than ten (10) consecutive school days or a series of removals that constitute a pattern when they total more than ten (10) cumulative school days in a school year. Factors such as the student's behavior is substantially similar to behavior in previous incidents that resulted in series of removals, the length of the removal, the proximity of the removals to one another, and the total amount of time the student is removed are indicators of a pattern. Whether a pattern of removals constitutes a change of placement will be determined on a case-by-case basis by the district; the district's determination is subject to review through an expedited due process hearing and judicial proceedings. The district may consider any unique circumstances in determining whether to pursue a disciplinary change of placement.

The parent shall be provided with written notice on the date on which the decision is made to remove the student if it constitutes a change of placement. A copy of the IDEA's procedural safeguards shall be provided with the notice.

Even if the disciplinary action is to suspend or expel a student, FAPE [educational services] cannot cease for more than ten (10) cumulative school days in a school year.

A manifestation determination is required if the district is considering removing a student with a disability from his or her educational placement for disciplinary reasons which constitute a change of placement or placing a student in an IAES. A manifestation determination is defined as a review of the relationship between the student's disability and the behavior subject to disciplinary action. See Section 4 of this chapter for more information.

A. District Actions Resulting in a Change of Disciplinary Placement

District administrators change a student's placement by:

1. Unilaterally removing a special education student from his or her current placement for:

    a. More than ten (10) consecutive school days in a school year; or

    b. Subjecting a special education student to a series of removals that constitute a pattern:

        1) Because the series of removals total more than ten (10) school days in a school year;

        2) Because the student's behavior is substantially similar to behavior in previous incidents that resulted in the series of removals; and

        3) Because of such additional factors as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

2. District personnel may remove a student to an IAES for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability if the student:

    a. Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of a State Education Agency (SEA) or a Local Education Agency (LEA); or

b. Knowingly possesses or uses illegal drugs *or* sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA; or

c. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA.~~, defined as bodily injury that involves:~~

~~1) A substantial risk of death;~~
~~2) Extreme physical pain; or~~
~~3) Protracted and obvious disfigurement; or protracted loss or impairment of the function of the bodily member, organ, or mental faculty.~~

B. Hearing Officer Actions Resulting in a Change of Placement

Through an expedited due process hearing, district administrators may ask a hearing officer to place a student with a disability in an appropriate IAES.

1. In requesting a hearing officer to place a student in an IAES, the district must:

   a. ~~Demonstrate~~ demonstrate by substantial evidence that maintaining the current placement is substantially likely to result in injury to the student or others; and

   b. ~~Indicate~~ indicate whether the request is for an *initial* period of not more than forty-five (45) school days or an *additional* period of not more than forty-five (45) school days.

2. In determining whether to grant a district's request to place a student in an IAES, the hearing officer must~~: a. Determine~~ determine that the IAES proposed by district personnel in consultation with the student's special education teacher or the IEP team is appropriate.

C. Court Actions Resulting in a Change of Placement ~~(Honig Injunction)~~

District administrators may seek a court order (called a "Honig Injunction") to remove a special education student from school or the current placement at any time. ~~FAPE [e~~ Educational services~~]~~ [FAPE] shall not cease during an injunction.

Section 3. FAPE Considerations

Services ~~may~~ shall not cease and the district shall always provide FAPE to the student with a disability:

1. ~~After~~ after a student with a disability is removed for ten (10) school days in the same school year and subsequent days of removal ~~do not constitute a change of~~ ~~placement~~; and

2. ~~There~~ there is a disciplinary change of placement.

A. District Actions When there is Not a Change in Placement

1. Notify the ~~parent and/or adult student~~ parent/adult student of the disciplinary action to be taken on the date of the decision.~~;~~

2. School personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed so as to enable the child to continue to participate in the general education curriculum although in another setting and to progress towards meeting IEP goals.~~;~~

3. Conduct as appropriate a functional behavioral assessment (FBA) and provide behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.

B. District Actions When There is a Change of Placement

Whenever disciplinary action results in a change in placement, the district must:

1. ~~Notify~~ notify the ~~parent and/or adult student~~ parent/adult student of the disciplinary action to be taken on the date of the decision and provide a copy of the *Procedural Safeguards Notice*;

2. ~~The~~ hold an IEP team meeting to determine the extent to which services are needed so as to enable the child to continue to participate in the general education curriculum although in another setting and to progress towards meeting IEP goals; and

3. ~~Conduct~~ conduct a manifestation determination immediately, if possible, but not later than ten (10) school days after the date on which the decision to take the disciplinary action is made.

C. FAPE Requirements in an IAES

If the student's placement will change to an IAES, the IEP team shall select an IAES that enables the student to:

1. continue to participate in the general education curriculum;

2. progress toward meeting the goals set out in his or her IEP; and

3. receive, as appropriate, an FBA and behavioral intervention services to address the behavior violation so that it does not recur.

D. Transportation

If the IEP team determines that special transportation is required as a related service it must be included in ~~and documents it on~~ the IEP, all procedural safeguards under the IDEA ~~2004~~ shall be afforded to the student in matters concerning transportation. Whether a suspension from the bus counts as a suspension from school depends on whether bus transportation is identified on the IEP:

1. If bus transportation is on the IEP, a suspension from the bus would be treated as a suspension from school (unless the district provides transportation services in some other way, such as "transportation in lieu of") because transportation is necessary for the student to obtain access to the location where all other services will be delivered.

2. If bus transportation is not on the IEP, a suspension from the bus would not be counted as suspension from school. In these cases, the student and the parent would have the same obligation to get to and from school as a student without a disability who had been suspended from the bus.

If the student's behavior on the bus results in a suspension from the bus, the IEP team shall consider whether the behavior should be addressed in a Behavioral Intervention Plan (BIP).

Section 4. Procedures for a Manifestation Determination

A manifestation determination by the ~~parent and/or adult student~~ parent/adult student and relevant IEP team members (as determined by the district and ~~parents and/or adult students~~ parents/adult students) involves a review of the relationship between the student's disability and the behavior subject to disciplinary action.

A. Actions Involving a Manifestation Determination

When a disciplinary action results in a change of placement or placement in an IAES, the district will take the following actions:

1. The ~~parent and/or adult student~~ parent/adult student will be notified of the disciplinary action and provided with a copy of the *Procedural Safeguards Notice* not later than the date on which the decision to take disciplinary action is made.

2. A meeting will be held immediately, if possible, but no later than ten (10) school days after the date on which the decision to take disciplinary action is made. This meeting will include the district, the ~~parent and/or adult student~~ parent/adult student, and other relevant members of the IEP team (as determined by the parent and the district). The

purpose of the meeting is to review all relevant information in the student's file including:

a. ~~The~~ the student's IEP; and

b. ~~Any~~ any teacher observations; and

c. ~~Any~~ any relevant information provided by the ~~parent and/or adult student~~ parent/adult student.

3. Based on a review of the information, the district, parent, and relevant members IEP team~~, (relevant members~~ as determined by the parent and the district,~~)~~ will determine if the conduct in question was:

a. ~~Caused~~ caused by or had a direct and substantial relationship to the student's disability; or

b. ~~The~~ the direct result of the district's failure to implement the IEP. ~~[~~(If so, the deficiencies must be immediately remedied.)~~]~~

If the district, parent, and relevant members IEP team ~~IEP team , (relevant members determined by the parent and the district),~~ find~~s~~ that either a or b above is true, the student's behavior will be determined to be a manifestation of his or her disability.

B. When Behavior Is a Manifestation of the Disability

If a student's behavior is determined to be a manifestation of his or her disability, the IEP team, (relevant members determined by the parent and the district), will:

1. ~~Conduct~~ conduct an FBA and implement a BIP for the student if the district had not conducted such an assessment prior to the behavior that resulted in a change in placement;

2. ~~Review~~ review the BIP if one had previously been developed and modify it as necessary to address the behavior;

3. ~~Return~~ return the student to the placement from which he or she was removed, unless the parent and district agree in writing to a change of placement as part of the modification of the BIP.

If there were grounds to place a student in an IAES, the student may remain in the IAES even if there was a manifestation.

C. When Behavior Is Not a Manifestation of Disability

If the IEP team, (relevant members determined by the parent and the district), determines that the student's behavior was not a manifestation of his or her disability, the same disciplinary procedures applicable to students without disabilities, including long-term suspension or expulsion, may be applied to the student with a disability. The district will forward special education and disciplinary records for consideration to the board of trustees, which makes the final decision regarding the disciplinary action.

Even if the disciplinary action is to suspend or expel, the following provisions shall be met:

1. Educational services cannot cease for more than ten (10) school days in a school year. Educational services shall be provided to the extent necessary to allow the student with a disability to continue to participate in ~~access to~~ the general education curriculum and the opportunity to advance toward achieving the goals set out in his or her IEP.

2. An IEP team shall convene to develop an IEP that specifies what special education and related services will be provided during the period of suspension or expulsion.

Section 5. Other Considerations

A. Request for an Expedited Hearing

An expedited hearing is a hearing that occurs within twenty (20) school days of the request with a decision rendered within ten (10) school days of the hearing.

1. The ~~parent and/or adult student~~ parent/adult student may request an expedited due process hearing if he or she:

    a. ~~Disagrees~~ disagrees with the determination that the behavior was not a manifestation of the student's disability;

    b. ~~Disagrees~~ disagrees with any decision of the IEP team regarding a change of placement during a disciplinary proceeding; or

    c. ~~Disagrees~~ disagrees with the decision regarding the student's placement in an IAES.

2. The district may request an expedited hearing if it believes that maintaining the current placement is substantially likely to result in injury to the student or to others.

3. When an appeal of a disciplinary action is requested ~~(either~~ by the ~~parent and/or adult student~~ parent/adult student to challenge the action or by the district to seek removal to an interim setting~~)~~, the student remains in the IAES pending the decision of the hearing officer or the expiration of the disciplinary placement term, whichever occurs

first unless the ~~parent and/or adult student~~ parent/adult student and district agree otherwise.

4. Resolution meeting requirements apply but are shortened to fifteen (15) and seven (7) days. No challenge for sufficiency of request is available.

5. A decision of a hearing officer in an expedited hearing may be appealed to federal or state district court.

See Chapter 13, Sections 4 and 5, for an explanation of regular and expedited due process hearing rights and procedures.

B. Protections for Students Not Yet Eligible for Special Education

A student who has not been determined eligible for special education and who has violated any rule or code of conduct of the district may assert the protections of the IDEA ~~2004~~ *if* the district had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action.

1. Basis of knowledge

   With limited exceptions, which are described in item 2 below, the district will be deemed to have knowledge that an individual is a student with a disability if before the behavior that precipitated the disciplinary action occurred one or more of the following is true:

   a. The ~~parent and/or adult student~~ parent/adult student has expressed concern to supervisory or administrative district personnel or a teacher of the child that the student is in need of special education and related services. The concern must be expressed in writing unless the ~~parent and/or adult student~~ parent/adult student is unable to write or has a disability that prevents a written statement.

   b. The ~~parent and/or adult student~~ parent/adult student has requested that the student be evaluated for special education.

   c. The student's teacher or other district personnel have expressed specific concerns about a pattern of behavior demonstrated by the student directly to the director of special education or to other district supervisory personnel in accordance with the district's established Child Find system or special education referral system.

2. No basis of knowledge

The district will be deemed not to have knowledge that an individual is a student with a disability if one or more of the following is true:

a. An evaluation was conducted and a determination was made that the student did not have a disability.

b. The ~~parent and/or adult student~~ parent/adult student did not give written consent for an evaluation.

c. The ~~parent and/or adult student~~ parent/adult student refused special education services.

If the district did not have a basis of knowledge that a student was a student with a disability prior to taking disciplinary measures, the student is subjected to the same disciplinary measures applied to all other students who engage in comparable behaviors.

C. **~~Parent and/or Adult Student~~ Parent/Adult Student Request for Evaluation of a Disciplined Student**

If a request for an evaluation of a student who is not currently eligible for special education is made during the period in which the student is subject to disciplinary measures, the evaluation will be conducted in an expedited manner. Pending the results of the evaluation, the student will remain in the educational placement determined by district officials, which can include suspension or expulsion without educational services.

1. If the student is subsequently determined eligible for special education, the district will:

   a. Convene an IEP team meeting to develop an IEP.

   b. Conduct a manifestation determination.

      1) If the behavior is caused by or had a substantial relationship to the student's disability, the disciplinary action must be set aside, and the student must be provided appropriate educational services in the least restrictive environment (LRE).

      2) If the behavior is not caused by nor had a substantial relationship to the student's disability, the student is subject to the disciplinary placement that had been determined, but he or she is still entitled to receive FAPE, which is determined by the IEP team. Educational services cannot cease for more than ten (10) school days in a school year. Educational services shall be provided to the extent necessary to allow the student with a disability access to the general education

curriculum and the opportunity to advance toward achieving the goals set out in his or her IEP.

2. If the evaluation team determines that the student is not eligible for special education, he or she will be subject to the same disciplinary actions as all other students.

D. Referrals to and Action by Law Enforcement and Judicial Authorities

1. The district may report a crime committed by a student with a disability to appropriate authorities. The IDEA ~~2004~~ does not prevent state law enforcement or judicial authorities from exercising their responsibilities, with regard to the application of federal and state law, for crimes committed by a student with a disability.

2. If a student brings a firearm to school, law enforcement shall be contacted pursuant to the Gun-Free Schools Act.

3. If the district reports a crime, it will ensure that copies of the special education and disciplinary records of the student are given to the appropriate law enforcement authorities for their consideration, to the extent the release of records is permitted by the Family Educational Rights and Privacy Act (FERPA). Generally, the release of records requires consent, but exceptions are listed in Chapter 11, Section 5.

E. Transfer of Discipline Records

Idaho Code 33-209 requires that whenever a student transfers to a new school and a school record contains information concerning violent or disruptive behavior or disciplinary action involving the student, this information will be included in the transfer of records to the new school. The transmission of the student's record shall include both the student's current IEP, including the FBA, BIP, and any current or previous disciplinary action taken. This information will be contained in a sealed envelope marked to indicate the confidential nature of the contents and addressed to the principal or other administrative officer of the school.

When the district initiates disciplinary proceedings applicable to all students, the special education and disciplinary records of students with disabilities shall be given to authorized district personnel for their consideration in making the final determination regarding the disciplinary action.

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Chapter 13

DISPUTE RESOLUTION

Chapter Contents

Documents:

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Chapter 13
Dispute Resolution

On occasion, conflicts arise between school districts and families ~~parents and/or adult students~~. Several mechanisms are available through the State Department of Education (SDE) to assist in resolving a dispute ~~disputes~~. The processes are ~~individualized education program (IEP)~~ facilitation, informal conflict resolution, mediation, ~~formal complaints~~ state complaints, due process hearings, and expedited due process hearings. This chapter contains information on each of these processes. The information contained within this chapter is not intended to limit in any manner the procedural due process/dispute resolution rights provided by federal or state law.

Contact Information

In addition to providing general information and support concerning IDEA related issues, the ~~The~~ SDE accepts ~~formal complaints~~ requests for ~~IEP~~ facilitation, informal conflict resolution, and mediation by telephone and e-mail. State complaints and due process hearings are accepted via fax, mail, ~~and~~ personal delivery, or may be scanned and attached to an email. All state complaints and due process hearing requests must include a signature of the filing party. ~~Additionally, requests for IEP facilitation and mediation may also be made by telephone. Formal complaints and hearing requests~~ Requests for SDE dispute resolution should be directed to:

Dispute Resolution Coordinator
State Department of Education
Special Education
~~Student Achievement and School Improvement~~
~~Special Education~~
P.O. Box 83720
Boise, ID 83720-0027
208/332-6912
800/432-4601
TT: 800/377-3529
Fax: 208/334-2228

For further assistance in matters relating to dispute resolution, you may contact:

~~DisAbility Rights Idaho (formerly Comprehensive Advocacy, Inc. (Co-Ad))~~
~~4477 Emerald Street, Suite B-100~~
~~Boise, ID 83706~~
~~V/TT: 208/336-5353~~
~~V/TT: 800/632-5125~~

DisAbility Rights Idaho

Boise Office:
4477 Emerald Street, Suite B-100
Boise, ID 83706-2066
208-336-5353
208-336-5396 (fax)
800-632-5125 (toll-free)

Pocatello Office:
1246 Yellowstone Avenue, Suite A-3
Pocatello, ID 83201-4374
208-232-0922
208-232-0938 (fax)
866-309-1589 (toll-free)

Web:disabilityrightsidaho.org

Idaho Parents Unlimited, Inc. (IPUL)

500 South 8th Street
~~1878 W Overland~~
Boise, ID 8370~~5~~2
800/242-IPUL (4785)
V/TT: 208/342-5884
Web: *ipulidaho.org*

Section 1. ~~IEP~~ Facilitation

~~A request for IEP facilitation may be made by the parent and/or adult student parent/adult student or by a district representative, such as a director of special education. Requests may be made in writing or by phone to the SDE Dispute Resolution Coordinator as directed in the introduction to this chapter.~~

A. Definition of Facilitation

~~IEP~~ ~~facilitation~~ Facilitation is a voluntary process during which an SDE-contracted individual or individuals ~~is appointed to~~ facilitate an IEP team ~~meeting~~ or other IDEA-related meeting. The role of the facilitator is to help team members communicate more effectively and efficiently. ~~IEP facilitation~~ Facilitation supports early dispute resolution~~,~~ by providing assistance to the ~~IEP~~ team before a ~~potential~~ conflict develops into a ~~more serious~~ formal dispute. An SDE facilitator is trained to help teams focus on key issues and move toward productive outcomes. Because the ~~The~~ facilitator is ~~an impartial third party,~~ not a member of the ~~IEP~~ team, ~~and has no stake in decisions made by the team~~, he or she can act as a neutral and impartial third-party providing balance and an outsider's perspective on the ~~IEP~~ process and ensuring parties are heard and understood by the rest of the team. Note: a facilitator will not be responsible for creating or documenting agreements made by the team.

~~All IEP facilitators have received specialized training provided by the SDE. Facilitators are selected on a rotational, and/or geographical, basis.~~

~~The SDE provides IEP facilitation at no charge to the district or the parent and/or adult student.~~

B. ~~IEP~~ Facilitation Requests

A request for ~~IEP~~ facilitation may be made by either a ~~parent and/or adult student~~ parent/adult student or a designated district representative, such as ~~a special education~~ the director of special education.~~, who has the authority to allocate resources and has knowledge of special education~~. ~~A request for IEP facilitation~~ Facilitation~~:~~ may be requested for any IDEA-related meeting including: eligibility meetings; initial, annual or amended IEP team meetings; due process hearing meetings such as resolution sessions or settlement meetings; as well as manifestation determination meetings, eligibility, and evaluation meetings.

~~1. may concern an initial, annual, or amended IEP; that may be considered too difficult to manage; and~~
~~2.~~

Requests for facilitation should be made at least two weeks in advance to the meeting. Upon the request ~~The SDE will consider IEP facilitation requests on a case-by-case basis. As part of this consideration,~~ for facilitation, the ~~SDE Dispute Resolution Coordinator~~ Office of Dispute Resolution will immediately contact the other party for approval ~~to determine whether that party is willing to participate;~~. As facilitation is voluntary, both parties ~~shall~~ must agree to ~~IEP~~

facilitation for the process to go forward. The SDE will contact both the parent/adult student and the district representative notifying each who the facilitator will be. The facilitator will contact the parties to conduct pre-facilitation interviews to build an agenda for the facilitation. Generally meetings are scheduled by the district who is responsible for sending out the *Invitation to Meeting*.

C. Facilitator Role

The role of the facilitator is to lead the meeting and guide parties through the process. The facilitator may work with parties in establishing the agenda and determining issues important for parties to cover in the meeting. Facilitators may ask pertinent questions of parties providing occasional clarification or perspective, and work to ensure that participants are able to participate in a productive and balanced meeting. Facilitators are not to make decisions for the teams, serve as definitive experts on IEP processes or matters of law, record minutes for meetings, or finalize documents, although they may facilitate the crafting of language parties will include in a student's IEP.

D. SDE Facilitators

SDE facilitators are trained in effective conflict resolution processes, communication, negotiation, problem-solving skills, and in laws and regulations relating to the provision of special education and related services. While a facilitator in this context will not offer advice on a particular course of action, he or she is required to help parties explore the soundness of any assumptions or agreements. The SDE may appoint one or two individuals to serve as facilitators of an informal conflict resolution meeting.

1. In all cases a facilitator shall not:

    a. be an employee of the district involved in the dispute;

    b. have children enrolled in the district involved in the dispute;

    c. have a personal or professional interest that may affect the ability to remain impartial or neutral; or

    d. be used if either party rejects the facilitator(s) based on a perceived inability to be neutral or impartial;

D. Facilitation Timelines

The SDE will appoint a facilitator within five (5) business days of an acceptance of a request. Every effort will be made to complete the process within twenty-one (21) calendar days.

Section 2. ~~Mediation~~ Informal Conflict Resolution

A. Definition of Informal Conflict Resolution

The SDE provides informal conflict resolution processes in an effort to improve relationships between parties and foster healthy communication. This informal conflict resolution may include topics outside of those set forth as appropriate for IDEA mediation, extending beyond the identification, evaluation, educational placement or the provision of FAPE. As with mediation, the process of informal conflict resolution is confidential and voluntary, and the third-party is a SDE trained neutral and impartial third-party. Informal conflict resolution may be appropriate when parties face difficulties communicating productively or need to reach understanding on differing perspectives. Any agreements reached between parties are self-enforced.

B. Informal Conflict Resolution Requests

A request for informal conflict resolution may be made in person, writing or via telephone by either a parent/adult student or a district representative. The SDE will screen requests to determine the appropriateness of the process for each individual case. Informal conflict resolution can be scheduled prior to, or concurrent with, a request for a due process hearing or investigation of a state complaint involving an individual student, however cannot be used to delay the state complaint process or a due process hearing timelines. As a matter of course, the SDE offers mediation when a state complaint involves an individual student or a request for a due process hearing has been filed.

Upon request for informal conflict resolution, the SDE Office of Dispute Resolution or the assigned SDE contractor will contact all parties to schedule the meeting. Because informal conflict resolution is voluntary, both parties must verbally state to the SDE their agreement to participate for the process to go forward. Informal conflict resolution can be conducted by SDE contractors or SDE staff as assigned by the Dispute Resolution Coordinator. The SDE provides informal conflict resolution at no charge to the district or to the parent/adult student.

C. Informal Conflict Resolution Procedures

1. No video or audio recording of the meeting proceedings will be made.

2. Because informal conflict resolution is a non-adversarial process that offers the parties the opportunity to communicate directly with each other, legal representation during the meeting is not allowed.

3. The SDE will not retain any documentation or informal agreements created by the parties. No other records of the content of the meeting will be kept by the SDE.

4. Either party has the option to end the informal conflict resolution meeting at any time.

D. Informal Conflict Resolution Timelines

The SDE will appoint a facilitator within five (5) business days of an acceptance of a request. The meeting will be held in a location convenient to the parties involved, and every effort will be made to complete the process within twenty-one (21) calendar days.

E. Confidentiality

Discussions that occur during the informal conflict resolution process are confidential and cannot be used as evidence in any subsequent due process hearing or civil proceeding in any states or federal court. The facilitator may require a confidentiality agreement be signed by participants.

F. Nature of Agreements

An agreement reached by the parties through informal conflict resolution, whether memorized in writing or agreed to verbally, are self-enforced and not enforceable by the SDE.

Section 3. Mediation

~~The SDE has developed a mediation system to help resolve disagreements between a districts and parents and/or adult students regarding the identification, evaluation, educational placement, and the provision of a free appropriate public education (FAPE). A request for mediation may be made by either the parent and/or adult student or the district at any time point without the necessity to request a due process hearing. Requests may be made in writing or by phone to the SDE Dispute Resolution Coordinator as directed in the introduction to this chapter.~~

~~The ultimate goal of mediation is to obtain a written agreement that is acceptable to both parties. Mediation agreements are legally binding. Even if a written agreement is not achieved, mediation may be helpful in clarifying issues.~~

A. Definition of Mediation

Mediation is a ~~structured,~~ confidential and voluntary process ~~in which~~ where an SDE trained neutral and ~~an~~ impartial third-party provides a structure for ~~(a mediator) assists~~ ~~parents and/or adult students~~ parents/adult students and district personnel to identify points of agreement and work to resolve points of disagreement concerning the identification, evaluation, educational placement, or provision of FAPE ~~resolve disputes~~. Mediation aims to build~~s~~ positive working relationships, encourages mutual understanding, and helps the parties focus on their common interest—the student. ~~The district will not use the term "mediation" to refer to any district-level process for resolving disputes.~~

While discussions in mediation are confidential and parties are asked to sign a confidentiality agreement, written agreements produced in mediation are legally-binding and enforceable in

state or federal court. With the agreement of all parties in the mediation, an IEP may be amended as part of a written agreement.

Mediation may be appropriate when parties are in disagreement and seem unable to move forward without outside assistance, or they, after making a good-faith effort, face an impasse in an attempt to resolve the disagreement. Mediation can be scheduled prior to, or concurrent with, a request for a due process hearing or investigation of a state complaint.

~~**The Special Education Mediation Process Is:**~~

~~**Voluntary** for parent and or adult student and school personnel;~~

~~**Offered** when disputes arise, including, but not limited to, formal complaints and due process hearing requests;~~

~~**Confidential**, thus encouraging all participants to speak freely;~~

~~A **No Cost Service** to parents and or adult students and schools provided by the SDE; and~~

~~An **Alternative** that does not delay the status of a due process hearing or formal complaint.~~

B. Mediation ~~Policies~~ Requests

~~Mediation offered by the SDE is voluntary, confidential, and at no cost to the parent and/or adult student parent/adult student or district.~~

1. ~~Both the district and the parent and/or adult student parent/adult student may request mediation at any time.~~

2. ~~The SDE has the discretion to suggest mediation to either party at any time it deems appropriate, but is required to make mediation available to the parties after a formal complaint or a request for a due process hearing has been filed.~~

~~Following a request for mediation, the SDE will contact the other party and ask whether they are willing to participate in mediation. Mediation may not be used to deny or delay the right to a due process hearing or any other rights afforded to students and parents.~~

A request for mediation may be made in person, writing or via telephone by either a parent/adult student or a district representative at any point in a dispute, including after a complaint involving an individual student or due process hearing request has been filed. The SDE will screen all mediation requests to determine the appropriateness of the process for each individual case. The SDE may offer mediation when a state complaint involving an individual student or a request for

a due process hearing has been filed. Mediation cannot be used to delay the state complaint process or a due process hearing timelines.

Upon request for mediation, the SDE Dispute Resolution office will contact all parties to schedule the mediation. Because mediation is voluntary, both parties must verbally state to the SDE their agreement to mediate for the process to go forward. Mediators are selected by SDE from a list trained professionals. The SDE provides mediation at no charge to the district or to the parent/adult student.

C. ~~Mediation System~~ Mediation Procedures

1. The mediation will be conducted in compliance with the IDEA.

2. No video or audio recording of the mediation proceedings will be made.

3. Each party is limited to no more than three participants ~~and shall designate a person~~ who ~~has~~ have the authority to make final resolution decisions. The mediator may increase this number at his or her discretion and with agreement of all parties.

4. The district shall have at least one representative present who has the authority to commit resources.

5. Because mediation is a non-adversarial process that offers the parties the opportunity to communicate directly with each other, legal representation during a mediation session is ~~strongly~~ discouraged.

6. ~~Except for the signed agreement and confidentiality pledge, all notes or records taken during the proceedings will be collected and destroyed by the mediator at the conclusion of the mediation session.~~ The SDE will retain copies of the signed agreement, if an agreement is reached, and the confidentiality agreement. No other records of the mediation will be kept by the SDE. (See the *Confidentiality Agreement* form in the Documents section of this chapter).

7. The mediator will provide signed copies of the agreement, if an agreement is reached, to each party and the SDE. (See the *Mediation Agreement* form in the Documents section of this chapter).

8. ~~The mediator will be excluded from subsequent actions – complaint investigations, due process hearings, and legal proceedings.~~ The mediator, afforded mediator privilege under Idaho law, will be excluded from participation in subsequent actions specific to the case mediated including complaint investigations, due process hearings, and legal proceedings. The mediator may mediate again for the parties if assigned by the SDE or if the mediated agreement calls for the mediator's potential future participation with the parties.

9. A due process hearing requested prior to mediation may be canceled by the requesting party as a result of the mediation agreement. The requesting party will immediately provide the hearing officer with documentation of the voluntary withdrawal of the due process hearing request. The mediator will immediately inform the SDE of the decision to withdraw the due process hearing request.

10. If for any reason the mediation does not end in a written agreement ~~fails~~, the mediator will provide each party and the SDE with a statement certifying that ~~the~~ mediation occurred but no agreement was reached ~~was unsuccessful~~.

11. Either party has the option to ~~make another request for~~ end the mediation at any time.

D. SDE ~~Contracted~~ Mediators

~~Idaho~~ SDE ~~contracted~~ mediators are ~~impartial and~~ trained in effective ~~mediation~~ conflict resolution processes, communication, negotiation, problem-solving skills, and in laws and regulations relating to the provision of special education and related services. ~~A mediator assists the parent and/or adult student and the district in resolving disputes. The SDE will select the mediator on a random, rotational, or other impartial basis from a list of highly qualified mediators. At times, the SDE may appoint two individuals to serve as co-mediators.~~ While a mediator will not offer advice on a particular course of action, a mediator is required to help parties explore the soundness of any agreement. Mediators are assigned on a rotational basis with consideration for geographical location.

1. In all cases a mediator shall not:
   a. be an employee of the SDE or district involved in the dispute;
   b. have children enrolled in the district involved in the dispute; ~~or~~
   c. have a personal or professional interest that ~~conflicts with~~ may affect the ability to remain impartial or neutral; or ~~the person's mediator's objectivity.~~
   d. be used if either party rejects the mediator based on a perceived inability to be neutral or impartial.

2. Additionally, if the parties have agreed to mediation following a due process hearing request~~: a.~~ co-mediators may not be used. ~~; and~~

~~b. the mediator may not be an employee of any district or state agency providing services that are publicly funded under the IDEA 2004, Part B.~~

E. Mediator Role

~~3.~~The mediator has the responsibility to contact the parties to explain the mediation process, identify issues, and help the parties establish a date, time, and place to hold the mediation. The

mediator also: ~~a. Establishes~~ establishes the ground rules for all parties to follow~~.~~, ~~b. Guides~~ guides the process~~.~~; ~~c. Encourages~~ encourages open and honest communication~~.~~; ~~d. Ensures~~ ensures that each party is heard~~.~~; ~~e. Rephrases~~ rephrases information and summarizes issues~~.~~; and~~;~~ ~~f. Facilitates~~ facilitates the writing of the agreement.

~~E~~

F. Mediation Timelines

The SDE will appoint a mediator within three (3) business days of all parties agreeing to mediate ~~a request for mediation~~. The mediation will be held in a location convenient to the parties involved, and every effort will be made to complete the process within twenty-one (21) calendar days.

~~F~~

G. Confidentiality

Discussions that occur during the SDE mediation process are confidential and cannot be used as evidence in any subsequent due process hearing or civil proceeding. ~~The parties~~ Parties in the ~~SDE~~ mediation process will be afforded the opportunity to review the confidentiality agreement and will be required to sign it ~~a confidentiality pledge~~ before mediation begins. (See the *Mediation Confidentiality Agreement* in the Documents section of this chapter).

~~G~~

H. Mediation Agreement

An agreement reached by the parties through ~~SDE~~ mediation shall be set forth in writing and is enforceable in ~~s~~ State and ~~f~~ Federal courts.

Section ~~3~~ 4. ~~Formal Complaints~~ State Complaints

A. ~~Filing Complaints~~ Definition of State Complaint

~~A formal complaint~~ State complaints ~~may~~ can be filed ~~with the SDE~~ by any individual or organization ~~from Idaho or another state who believes~~ alleging any violation ~~the district or other education agency has violated a requirement of Part B~~ of the IDEA ~~Individuals with Disabilities Education Improvement Act, Part B of 2004 (IDEA 2004)~~, including ~~the~~ an alleged failure to comply with a previous due process hearing decision ~~rendered~~. State complaint procedures are outlined in IDEA regulations requiring, in part, a complaint must allege a violation that occurred no more than one year (365 days) prior to the date the complaint has been received. (See IDEA regulations 34 CFR§300.150 through 300.153). ~~The SDE will accept a complaint received by mail, fax, or hand delivery. A complaint filed by email will not be accepted. Contact information is listed in the introductory paragraph to this chapter.~~

~~See the document section at the end of this chapter for "Procedures for Resolving Complaints."~~ The filing party must provide a written complaint that includes the name and contact information of the complainant, the alleged violations, name, address, and attending school of child (if

applicable), description and facts of the alleged problem to the extent known and available to the complainant at the time, and a proposed resolution. The party filing the complaint must forward a copy of the complaint to the district at the same time the party files the complaint with the SDE. The SDE has sixty (60) days to resolve the complaint via mediation or investigation and issue a final decision.

The SDE determines whether the complainant's submission meets the IDEA requirements for a complaint. If not, the SDE will notify the complainant in writing. The SDE will determine if an onsite investigation is necessary and will assign a complaint investigator to engage in neutral fact-finding if the complaint is accepted. A written decision will be provided to the complainant and the district addressing each allegation, findings of fact, conclusions, and any corrective actions ordered by the SDE.

B. ~~SDE Complaint Procedures~~ Filing a State Complaint

The SDE will accept a state complaint received by mail, fax, hand delivery, or scanned and attached to an email with the complainant's signature included. The SDE will provide reasonable accommodations to individuals who need assistance in filing complaints. A state complaint filed by a parent/adult student or public agency must be signed and must include all of the information indicated on the *Form for Filing a State Complaint* (located in the Document section of this chapter and on the SDE website).

~~A formal complaint can be made by any person or organization. The complaint shall be in writing and include the following information:~~

~~1. current date;~~

~~2. the name, address, and telephone number of the person making the complaint (or available contact information);~~

~~3. the signature of the person making the complaint;~~

~~4. if alleging violations regarding a specific student, the name and address of the student involved (or available contact information in the case of a homeless student or family);~~

~~5. the school and district or other education agency that is the subject of the complaint;~~

~~6. one or more statements (allegations) that the district has violated one or more requirements of Part B of the IDEA 2004;~~

~~7. the facts and/or a description of the events that support each allegation; and~~

~~8. the proposed resolution of the problem or the relief sought.~~

~~The complaint shall allege a violation that occurred not more than one year prior (365 days) to the date that the complaint is received. The SDE has a form available that may be used (see the Documents section of this chapter)~~

C. Methods of Resolving State Complaints

The SDE will offer ~~make every effort to resolve complaints in the least adversarial manner possible~~. ~~M~~ mediation in a case regarding an individual student ~~will be offered to the disputing parties~~. If mediation is not accepted by the parties or fails to resolve the allegation(s) that gave rise to the complaint, then resolution of a ~~formal~~ state complaint may be achieved through one or more of the following ~~four~~ processes:

1. **Verification of resolution**: Upon receipt of the initial complaint from the SDE outlining the allegations, the district may submit information to the SDE to document that one or more of the allegations of the complaint have been resolved. The SDE may also receive similar information from other sources.

2. **Corrective action plan (CAP)**: The district may propose a CAP to address the allegations in the complaint. The SDE may accept, reject, or negotiate the proposed CAP, or require other corrective actions or timelines to ensure the district will achieve compliance for each allegation stated in the complaint. If this process is not successful, the SDE will conduct ~~a full~~ an investigation on unresolved allegations.

3. ~~**Early complaint resolution (ECR)**: The SDE or complaint investigator may propose the use of ECR to resolve the complaint. This approach, which shall be mutually agreed upon, provides the complainant and the district an opportunity to immediately resolve the issues prompting the complaint, even though the parties may not agree on particular allegations. The SDE Dispute Resolution Coordinator or an SDE-contracted complaint investigator will facilitate a resolution through the development of a written agreement to be signed by both parties. If this process is not successful the SDE will conduct an a full investigation on unresolved allegations.~~

~~4.~~ **~~Full investigation~~ Investigation:** ~~If necessary, the~~ The SDE will appoint a complaint investigator to ~~investigate the complaint by~~ the case who will conduct~~ing~~ a fact finding investigation which may include interviews and reviews ~~reviewing~~ of files, correspondence, and other information. An onsite investigation may occur as part of the investigation ~~if necessary~~. The complaint investigator will submit ~~SDE will write~~ his or her ~~a Final Report, including~~ Findings of Fact, Conclusions, and, in coordination with SDE, identify appropriate ~~Corrective Actions~~ corrective actions, if required.

D. State Complaint Procedures

Upon receipt of a written state complaint, the SDE will ensure ~~do~~ the following procedures are followed.

1. Verify proper filing procedures were followed and determine if the complaint meets established criteria, including sufficient allegations of IDEA violation and facts within five (5) business days. The complainant will be notified if a submission is insufficient to process as an state complaint. The complainant will be afforded the opportunity to submit additional information about the allegations. whereas upon receipt would restart the timelines for completion ~~Determine whether the complaint meets all of the required criteria. The SDE will notify the complainant if his or her a submission is insufficient as listed in with respect to Section A, above.~~

2. The district will be notified (specifically the superintendent, the special education director, and the school board chair), that the complaint has been received and what, if any, allegations have been accepted for investigation within ten (10) business days of the SDE receiving the complaint. The school district is given an opportunity to respond to the complaint and may initiate within fourteen (14) day of receipt of the complaint a corrective action proposal (CAP) to resolve all or some of the allegations in the complaint, subject to SDE approval. At the complaint investigator's discretion, the timeline for a CAP may be extended, or the complaint investigation may progress until a CAP has been accepted by the SDE. The complaint investigator is responsible for managing the timelines of the investigation and may submit a final report at any point within the 60-day timeline. ~~Notify the district that a complaint has been received, and offer both parties SDE mediation. Parents and/or adult students shall receive a copy of the Procedural Rights statement.~~

3. Mediation can be requested by either party at any time and must be offered for complaints regarding an individual student. While parties are generally encouraged to resolve complaints collaboratively, choosing not to participate in mediation will not be considered relevant in an investigation. If parties opt for mediation, it will not delay the timelines required for resolving a complaint unless all parties agree.

4. Provide the parent/adult student a copy of the Procedural Safeguards Notice.

5. ~~4. Give the complainant the~~ Complainants will be given an opportunity to provide additional information about the allegations, either orally or in writing.

   All or any part of the written complaint will be set aside by the hearing officer if the allegation is being addressed in a pending due process hearing or a hearing decision which has already been rendered until the conclusion of the hearing. Any issue not a part of a due process action will be resolved following the SDE state complaint procedures and timelines. ~~3. Set aside all or any part of the written complaint that is being addressed in a due process hearing until the conclusion of the hearing. Any issue that is not a part of the due process action will be resolved using the SDE complaint procedures and timelines. If hearing officer's decisions are not adequately addressed by the district, the SDE will investigate.~~

6. The SDE shall investigate a complaint alleging that a final hearing officer decision is not being implemented by a public agency.

7. A final report will be issued to the district superintendent, board chairperson, special education director, and complainant, that shall include but is not limited to the findings of fact, conclusions, and corrective action(s) for each allegation within sixty (60) calendar days of receipt of sufficient complaint (see D.1). This time period may be extended, but only under exceptional circumstances, which shall be documented by the SDE, or complainant and public agency agree to extend the time to engage in mediation or other alternative dispute resolution procedures. ~~5. Resolve the complaint and issue a Final Report that includes the findings of fact, conclusions, and resolution, for each allegation within 60 calendar days of receipt of the complaint. This time period may be extended, but only under exceptional circumstances, which shall be documented by the SDE. The resolution will state:~~

8. If a violation of the IDEA is verified by the complaint investigator, the report shall include corrective actions addressing, as appropriate:

   a. how to remedy any denial of services, which may include the award of compensatory services, monetary reimbursement or other corrective action as appropriate to the needs of the student; and

   b. the future provision of services to be considered by an IEP team for the student with a disability, ~~if such clarification is needed~~ when appropriate; and

   c. the provisions of technical assistance, if needed.

9. The SDE will ensure the district takes corrective action if it is determined that the district was out of compliance through technical assistance activities, negotiations, and/or corrective actions no later than one year after the identification of non-compliance. The final report cannot amend a student's IEP. ~~6. Ensure the district takes corrective action if it is determined that the district was out of compliance.~~

10. The SDE ensures noncompliance has been corrected and verifies through review of documentation or interviews, or both, the corrective actions were implemented no later than one year (365 days) after the determination of noncompliance. If necessary, the SDE must use appropriate enforcement mechanisms such as the provision of technical assistance, conditions on funding, a corrective action, an improvement plan, and/or withholding funds, in whole or in part.

Section 4 5. Due Process Hearings

A. Definition

A due process hearing request involves an allegation or a series of allegations filed with the SDE ~~for a due process hearing may be made~~ by either a ~~parent and/or adult student~~ parent/adult student or the district on issues relating to the identification, evaluation, educational placement, and the provision of FAPE. ~~A parent and/or adult student or district may file a request for hearing with the SDE and the non-requesting party. The request shall be mailed, faxed, or hand delivered. When the request is filed with the district, the parent and/or adult student shall send copies to the Dispute Resolution Coordinator at the SDE.~~

~~All applicable timelines for due process hearing and resolution sessions will start when the request has been filed with the other party and the SDE.~~ The due process hearing is overseen by an SDE appointed hearing officer. At the due process hearing, the parent/adult student present evidence, cross examine witnesses, and present their case to an impartial hearing officer. The hearing officer renders a decision on the merits of the issues relating to the due process hearing.

The due process hearing request must allege a violation that occurred not more than two (2) years before the date the parent/adult student or public agency knew or should have known about the alleged action that forms the basis of the due process hearing request, subject to the exceptions described later in this section. The SDE offers mediation in an effort to resolve issues and parties may request mediation at any time. If mediation is rejected by either party, the due process hearing timelines will be in effect.

B. Due Process Hearings and Expedited Due Process Hearings ~~Due Process Hearing Request from Parent and/or Adult Student~~

Idaho's due process system has two settings for due process ~~types of~~ hearings, a regular due process hearing and an expedited due process hearing:

1. A regular due process hearing is an administrative hearing to resolve disputes on any matter related to the identification, evaluation, educational placement, and the provision of FAPE.

2. An expedited due process hearing is ~~as~~ an administrative hearing to resolve disputes concerning discipline and/or placement related to discipline ~~occurring within 20 school days of the request, with a decision rendered within 10 school days of the hearing~~.

C. Filing a Due Process Hearing

Due process hearing requests must include a complete and signed copy of the *Due Process Hearing Request Form* (located in the Documents section at the end of this chapter) or a signed document providing, in the same order, all of the general information, issue(s), and resolution(s) information required in the *Due Process Hearing Request Form*. The SDE will provide reasonable accommodations to individuals who need assistance in filing a written request.

A parent/adult student or public agency (or their attorney authorized to practice law in the state of Idaho) filing a due process hearing request must provide the due process hearing complaint to the other party and to the SDE Office of Dispute Resolution. The request shall be mailed, faxed, hand delivered, or scanned and attached to an email with a signature of the filing party. All applicable timelines will start when the request has been received by the non-requesting party.

1. Due Process Hearing Request from Parent/Adult Student: A due process hearing may be requested on behalf of a student by a parent, adult student or by an attorney, properly licensed in Idaho, representing the student.

~~1.~~

a. A due process hearing shall be initiated within two (2) years of the date the ~~parent and/or adult student~~ parent/adult student knew or should have known of the issues giving rise to the allegation(s). The two-year timeline will not apply if the ~~parent and/or adult student~~ parent/adult student was prevented from requesting a hearing due to specific misrepresentations or the withholding of information by the public agency required to be provided by the IDEA.

~~2.~~

b. A due process hearing can be initiated regarding issues pertaining to identification, evaluation, educational placement, or the provision of FAPE if~~:~~ ~~a.~~ the district proposes to initiate or change any of these matters~~;~~, or if ~~b.~~ the district refuses the ~~parent's and/or adult student's~~ parent's/adult student's request to initiate or change any of these matters.

~~See the Documents Section of this chapter for a Due Process Hearing Request form. The parent and/or adult student, or his or her attorney filing a due process hearing request shall forward a copy to the SDE and the district. The SDE will provide reasonable accommodations to individuals who need assistance in filing a written request.~~

~~**C. Due Process Hearing Request by a District**~~

2. Due Process Hearing Request by a District: If the district initiates a hearing request the district must inform the parent/adult student and the SDE. A district may initiate a due process hearing within two years of the dispute in an attempt to accomplish one or more of the following:

~~1.~~

a. override a parent's/adult student's refusal of consent for an initial evaluation or re-evaluation, or release of information;

~~2.~~

b. override a parent's/adult student's written objection to an IEP program change, an educational placement change, or disciplinary actions when there is an imminent threat to safety;

~~3.~~

c. ask a hearing officer to place a student in an Interim Alternate Education Setting (IAES) when there is substantial evidence that maintaining the current educational placement is likely to result in injury to the student or others; ~~or~~

~~4.~~

d. request that a hearing officer determine whether an evaluation conducted by the district was appropriate or whether an evaluation obtained by a ~~parent and/or adult student~~ parent/adult student meets the criteria for a publicly funded Independent Educational Evaluation (IEE); or

e. if a parent/adult student disagrees with an IEP or placement change by the district, the parent/adult student may file a written objection to the IEP or to all or parts of the proposed change in writing within ten (10) calendar days of receiving written notice of the proposed change, the proposed change cannot be implemented. If resolution through additional IEP meetings or mediation fails, the district may request a due process hearing to obtain a hearing officer's decision regarding the proposed change. The written objection cannot be used to prevent the public agency from placing a student in an Interim Alternative Educational Setting (IAES) in accordance with the IDEA.

f. A district may request a hearing to determine if a proposed IEP is appropriate even in the parent/adult student has not filed a formal objection.

~~If the district initiates a hearing, the district will inform the parent and/or adult student parent/adult student and the SDE.~~

D. Hearing Officer Appointment

1. The SDE must appoint a hearing officer within ten (10) calendar days of receiving the due process hearing request or within five (5) business days of an expedited hearing. Hearing officers are selected by SDE from a list of specially trained and impartial professionals. A list of qualifications for each hearing officer is kept by the SDE.

~~2. A Hearing Officer is Assigned~~

~~a. Within 10 calendar days of a request for a hearing, an impartial hearing officer will be assigned by the SDE. The SDE maintains a list of trained hearing officers, along with their qualifications, and assignments are made on a rotational basis.~~

~~b.~~

2. The hearing officer must ~~may~~ not be a member of the district school board, ~~be~~ an employee of the school district, or an employee of the SDE~~,~~.
3. The hearing officer must not have ~~an individual having any~~ a personal or professional interest that ~~would~~ conflicts with ~~his or her~~ the objectivity ~~in the~~ required of a hearing officer~~, or a member of the board of trustees of the district~~.

4. The hearing officer must be specially trained in conducting due process hearings, possess knowledge and understanding of the provisions of Idaho law, the IDEA, and

judicial interpretations, and ability to conduct hearing and render and write decisions with appropriate, standard legal practice.

5. ~~c.~~ The district ~~is responsible for fees and~~ will pay for all actual expenses incurred by the hearing officer and for the cost of ~~a court reporter in establishing~~ a verbatim ~~record~~ transcript of the hearing ~~at state reimbursement rates~~. The hearing officer will be compensated at rates set by the SDE.

~~**D. Contents of a Request for a Due Process Hearing**~~

~~A request for a due process hearing shall be made in writing and shall include the following information:~~

~~1. the current date;~~

~~2. the student's name, address (or available contact information in the case of a homeless student), and school district;~~

~~3. the signature of the individual make the request for a due process hearing;~~

~~4. a description of the nature of the problem, including supporting facts; and~~

~~5. a proposed resolution of the problem or the relief sought.~~

E. ~~Actions for~~ Due Process Hearings Policies

~~1. A Due Process Request is Filed~~
~~a. A request may be filed by either party.~~

After a due process request is filed by the parent/adult student or the district, the following procedures will be followed.

1. The SDE offers mediation as a voluntary option to both parties. Parties may request mediation at any time. Choosing mediation shall not alter or delay the timeline of the due process hearing.

2. The receiving party may challenge the sufficiency of the due process hearing request within fifteen (15) days of the receipt of the hearing request by filing a written sufficiency objection with the hearing officer. Challenges to the sufficiency of the due process hearing complaint must be in writing and provided to all parties. The hearing officer shall render a decision regarding the sufficiency of the allegation(s) within five (5) calendar days and immediately notify the parties of the decision in writing.

~~b. Either party may challenge the sufficiency of the due process hearing request within 15 days of the receipt of the hearing request. The hearing officer shall render a decision regarding the sufficiency within five calendar days and immediately notify the parties of the decision in writing.~~

a. If the complaint is found not to be sufficient, the party may amend its due process complaint if the other party consents in writing to the amendment and has the opportunity to resolve the complaint through a resolution meeting, or the hearing officer grants permission to amend no later than five (5) days before the due process hearing begins.

b. Timelines for amended due process hearings begin again on the filing date of the amended request.

3. If the district has not previously sent written notice (as outlined in IDEA) regarding the subject matter in the ~~parent's and/or adult student's~~ parent's/adult student's complaint, the district ~~will~~ must, within ten (10) calendar days of receiving the request ~~complaint~~, send ~~a~~ the response to the ~~parent and/or adult student~~ parent/adult student a letter ~~response that includes all the components of written notice~~ explaining the reasons behind their actions, options considered, evaluations conducted, and other factors relevant to the district's response, in accordance with IDEA prior written notice requirements.

~~c. The district superintendent has the responsibility for informing the district's board of trustees of any request for a hearing.~~
~~d.~~

4. The district shall inform a ~~parent and/or adult student~~ parent/adult student of any free or low-cost legal or other relevant services available to him or her and provide a copy of ~~or~~ the Procedural Safeguards if a due process hearing is requested or if the ~~parent and/or adult student~~ parent/adult student requests such information.

~~3. SDE Mediation is Offered~~

~~The SDE is required to offer mediation as an alternative dispute resolution mechanism to the involved parties.~~

~~4. Response to a Due Process Request~~

~~a. The other party shall file a response with 10 calendar days addressing the issues raised.~~

~~Either party may amend the request, upon obtaining written consent from the other party or as granted by the hearing officer, at least 5 calendar days prior to the hearing. If the request is amended, timelines for resolution and resolving the issues begin again as of the date of the amended request.~~

5. Within fifteen (15) days of receiving the parent's/adult student's due process hearing request, the district convenes a pre-hearing resolution session, unless both parties

agree in writing to waive the resolution meeting, both parties agree to go to mediation, or the district initiates the hearing.

~~5. Pre-hearing Resolution Session~~

~~a. A resolution session will be held within 15 calendar days of a request for a due process hearing unless:~~

~~(1) Both parties agree in writing to waive the resolution meeting.~~

~~(2) Both parties agree to go to mediation.~~

~~(3) The district initiates the hearing. The IDEA 2004 requires the resolution session only if the parent parent/adult student has requested the due process hearing.~~

~~b.~~

a. A ~~"resolution team"~~ resolution meeting includes the ~~parent and/or adult student~~ parent/adult student, a representative of the district who has decision-making authority, and relevant members of the IEP team who have specific knowledge of the facts identified in the request for a due process hearing as determined by the parties.

b. The district's attorney shall not attend the resolution session unless the parent/adult student will be accompanied by an attorney.

c. The SDE will provide a SDE contractor specially trained in facilitating a resolution session or a SDE mediator, if requested. Either process requires approval by both parties. ~~Note: SDE Facilitation may be requested with the approval of both parties.~~

d. ~~c.~~ The purpose of the meeting is for the ~~parent and/or adult student~~ parent/adult student to discuss the due process hearing request, and the facts that form the basis of the request, so that the district has the opportunity to resolve the dispute.

~~d.~~

1) If a resolution is reached regarding the issues raised in the request for a due process hearing, the district representative and ~~parent and or adult student~~ parent/adult student will sign settlement agreement, a legally binding document enforceable in State and Federal court. The parties will immediately forward to the hearing officer signed documentation of the voluntary withdrawal of the due process hearing complaint by the requesting party.

2) Either party may void this agreement within three (3) business days of signing the agreement.

e. A due process hearing will be scheduled if no resolution is reached within thirty (30) calendar days of receiving the request for a due process hearing.

f. If the district is unable to obtain the participation of the ~~parent and/or adult student~~ parent/adult student after reasonable efforts have been made and documented, at the conclusion of the thirty (30) calendar day period, the district may request that the hearing officer dismiss the ~~parents~~ parent's/adult student's due process hearing request.

g. A ~~parent and/or adult student~~ parent/adult student may request an immediate due process hearing from the hearing officer if the district has not scheduled or participated in a resolution session within fifteen (15) days of the request.

h. The district must report to the SDE and to the hearing officer when the resolution meeting is to be held, or documentation indicating it was waived by both parties, or documentation of attempts to reach the other party, within fifteen (15) days of SDE receiving the due process hearing request.

6. The forty-five (45) day timeline for the due process hearing request starts the day after one of the following events:

   a. both parties agree in writing to waive the resolution meeting;

   b. after either the mediation or resolution meeting starts but before the end of the thirty (30) day period, the parties agree in writing that no agreement is possible;

   c. both parties agree in writing to continue the mediation at the end of the thirty (30) day resolution period, but later, the ~~parent and/or adult student~~ parent/adult student or public agency withdraws from the mediation process; or

   d. the district files a hearing request.

All of the above events must be documented, with dates of determination, and provided to the SDE and assigned hearing officer immediately.

F. The Due Process Hearing

1. Hearing Preparation

   a. A ~~parent and/or adult student~~ parent/adult student will be allowed to inspect and review reports, files, and records pertaining to the student ~~not less than 5~~

~~business days~~ prior to a resolution session or due process hearing. A district may charge a fee for copies of records if the fee does not effectively prevent a ~~parent and/or adult student~~ parent/adult student from exercising his or her right to inspect and review those records. The district may not charge a fee to search for or retrieve records.

b. Not less than five (5*)* business days prior to a due process hearing, each party will disclose to all other parties: ~~1. E~~evaluations completed by that date; ~~and 2.R~~recommendations based on those evaluations intended to be used at the hearings; ~~3. C~~copies of exhibits ~~which will~~ to be introduced; and a list of witnesses each party intends to call at the hearing.

c. The hearing officer will provide notification as to the time and place of the due process hearing to the ~~parent and/or adult student~~ parent/adult student, district officials, and the SDE. The hearing shall be conducted at a time and place reasonably convenient to the ~~parent and/or adult student~~ parent/adult student.

d. Parties shall cooperate with the hearing officer in any business or communication and the planning for a location, date and time for the hearing.

~~7~~

2. The Due Process Hearing

a. The hearing officer will preside over and conduct the proceedings in a fair and impartial manner, permitting all parties an opportunity to present their information and opinions ~~pursuant to the Idaho Administrative Procedure Act (IDAPA) and the IDEA 2004 requirements~~. Due process hearings shall be conducted pursuant to the *Idaho Rules of Administrative Procedure of the Attorney General* (IDAPA), IDEA requirements, and this Manual. In case of any conflict between IDAPA and the IDEA, the IDEA shall supersede. IDAPA rules shall supersede this Manual.

b. A ~~parent and/or adult student~~ parent/adult student and district personnel may be accompanied and advised by legal counsel properly licensed in Idaho ~~and other persons with special knowledge or training about students with disabilities~~.

c. A ~~parent and/or adult student~~ parent/adult student has the right to open the hearing to the public and to have the student who is the subject of the hearing present.

d. ~~Only a parent and/or adult student, a district, and their respective attorneys~~ Each party has ~~have~~ the right to present evidence, to compel the attendance of witnesses and the production of documents, and to confront and cross examine witnesses.

e. New issues (issues not in the original due process request) may not be raised at the hearing unless agreed to by the other party.

f. Any party may prohibit the introduction of any evidence at the hearing that was disclosed less than five (5) business days before the hearing.

g. During the hearing the district will provide reasonable accommodations as required by federal regulations. Disputes will be referred to the SDE for resolution.

h. A record of the hearing will be made. The record will be a written verbatim transcript. The ~~parent and/or adult student~~ parent/adult student may choose an electronic verbatim record. The district will pay the transcript costs, and a copy of the transcript will remain with the SDE. The ~~parent and/or adult student~~ parent/adult student and district personnel have the right to obtain a copy of the record upon formal request.

~~8~~

3. Decision of the Hearing Officer

a. The decision of the hearing officer will be based solely on presentations made at the due process hearing.

b. The decision made by the hearing officer will be made on substantive grounds based on a determination of whether a student received FAPE.

1) In matters alleging a procedural violation, a hearing officer may find that a student did not receive FAPE only if there is evidence that the procedural inadequacies:

i. impeded the student's right to FAPE;

ii. significantly impeded a ~~parent's and/or adult student's~~ parent's/adult student's opportunity to participate in the decision-making process; or

iii. caused a deprivation of educational benefit.

2) If a hearing officer finds that there is a procedural deficiency that did not deny FAPE, he or she may order the district to comply with the procedural requirements. ~~A hearing officer may order a district to comply with procedural requirements, regardless of whether a district's failure in this area did or did not result in a denial of FAPE.~~

c. The decision will include findings of fact and conclusions of law. In addition, the decision shall include an order of relief, if appropriate.

d. ~~The hearing officer's written decision shall be available within 45 calendar days from the date of the request for a hearing. The 45-calendar-day timeframe begins when the written request is actually received by the district or the SDE, whichever is earlier.~~ The hearing officer's written decision shall be mailed within forty-five (45) calendar days from the date both parties agreed in writing to waive the resolution meeting, or both parties agreed to go to mediation, or the date the district initiated the hearing. The hearing officer may grant an extension of the forty-five (45) day period upon the request of a party. The hearing officer shall issue a written decision in response to each request.

e. The findings of fact and decision shall be sent to the ~~parent and/or adult student~~ parent/adult student at no cost. Copies will also be mailed to the district superintendent, the SDE, and representatives of the district.

f. ~~After deleting personally identifiable information, the SDE will transmit the decision to the Special Education Advisory Panel (SEAP) and make the decision available to the public upon request.~~

~~g.~~ A hearing officer's decision will be enforceable in State and Federal court. It will be implemented not later than fourteen (14) calendar days from the date of issuance unless:

1) the decision specifies a different implementation date; or

2) either party appeals the decision by initiating civil action in State-or Federal District-court~~.~~ within applicable appeal periods.

~~h~~

g. Nothing in this section can be interpreted to prevent a ~~parent and/or adult student~~ parent/adult student from filing a separate due process hearing request on an issue separate from the request already filed. The SDE may consolidate multiple hearing requests involving the same IEP.

~~I~~

h. Stay Put

1) During the pendency of any due process hearing, the student shall remain, or "stay put," in his or her current educational placement unless the district and ~~parent and/or adult student~~ parent/adult student agree otherwise.

2) The stay put placement continues during any subsequent appeals unless a hearing officer agrees with a ~~parent and/or adult student~~

parent/adult student that a change of placement is appropriate, in which case, the placement identified in the hearing officer's decision becomes the stay-put placement.

3) If the dispute involves an application for initial admission to public school in Idaho, the student, with the written consent of his or her parent, shall be placed in the public school program until the proceedings are completed.

4) "Stay put" does not apply when a student is transitioning from Part C (the Infant/Toddler Program) to Part B services in Idaho. Following the development of an IEP or an individual family service plan (IFSP), if an educational placement dispute arises involving a student transitioning from Part C to Part B, the student cannot "stay put" in Part C:

   i. With written consent of the parent, the student shall be placed in the public school until completion of all the hearing proceedings.

   ii. If the parent does not give written consent, the student will not receive services until completion of the hearing proceedings.

   iii. If the student is eligible for special education and related services, and the parent consents, then the district shall provide those special education and related services which are not in dispute.

Section ~~5~~6. Expedited Due Process Hearings

~~A request for an expedited due process hearing may be made by either a parent and/or adult student parent/adult student or the district. The request should be mailed, faxed or hand delivered to the Dispute Resolution Coordinator at the SDE. A request for an expedited due process hearing filed by email will not be accepted. Contact information is listed in the introduction to this chapter.~~

A. Definition

An expedited due process hearing is defined as an administrative hearing to resolve disputes concerning discipline occurring within twenty (20) school days of the request, with a decision rendered within ten (10) school days of the hearing.

B. Filing an Expedited Hearing Requests

Parties filing expedited due process hearing requests must include a complete and signed copy of the *Expedited Due Process Hearing Request Form* (located in Documents section of this chapter) or a signed document providing, in the same order, all of the general information, issue(s), and resolution(s) information required in the *Expedited Due Process Hearing Request Form*. The SDE will provide reasonable accommodations to individuals who need assistance in filing a written request.

1. A district may request an expedited hearing if the district believes maintaining the current placement or returning the student to the prior placement is substantially likely to result in injury to the student or others.

2. A ~~parent and/or adult student~~ parent/adult student may request an expedited hearing if:

    a. he or she disagrees with a determination that the student's behavior was not a manifestation of the disability; or

    b. he or she disagrees with the district's discipline decision, which resulted in a change of placement.

~~See Section 5D of this chapter for additional information regarding placement during a hearing.~~ A parent/adult student or district filing an expedited due process hearing request must provide, in a confidential manner, the due process complaint and request for hearing to the other party. The request shall be mailed, faxed, or hand delivered (electronic copies are not accepted). The party filing an expedited due process hearing must be able to show proof of receipt of the expedited due process hearing request by the other party. Additionally, when the request is provided to the non-requesting party, the party filing the request shall simultaneously send a written copy to the Dispute Resolution Coordinator at the SDE by mail, fax, hand delivery, or scanned and attached to an email with a signature of the filing party. All applicable timelines for expedited due process hearing will start when the request has been received by the non-requesting party.

C. The Expedited Hearing Process and Decisions

An expedited hearing will be conducted in a fair and impartial manner. Guidelines and proceedings will be the same as those in a regular due process hearing, except for the following changes:

1. The SDE will appoint a hearing officer within ~~2~~ five (5) business days of a request.

2. A resolution session shall occur within seven (7) days of receiving a due process hearing request unless the parties agree in writing to waive the resolution session or go to mediation.

3. A due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within fifteen (15) days of the receipt of the expedited due process hearing request.

4. There is no process for challenging the sufficiency of the due process hearing request in an expedited case.

~~4.~~

5. Any party may prohibit the introduction of any evidence at the hearing that was not disclosed at least five (5) ~~2~~ business days before the hearing.

~~5.~~

6. The hearing shall occur within twenty (20) school days of the request, with a decision rendered within ten (10) school days of the hearing~~. A written decision will be mailed to both parties.~~ and no extensions may be granted by the hearing officer.

~~6.~~

7. A written decision will be mailed to both parties by the SDE.

8. A party may appeal the decision in an expedited due process hearing in the same way as ~~they may~~ allowed for decisions in other original due process hearings.

D. Placement During an Expedited Hearing

When a hearing has been requested by either the ~~parent and/or adult student~~ parent/adult student or the district regarding placement decisions, the student shall "stay put" during the pendency of the hearing. In relation to disciplinary proceedings, stay put means:

1. ~~The~~ the student will remain in the IAES until the timeline for the disciplinary action expires or the hearing officer renders a decision, whichever occurs first~~.~~; and/or

2. ~~Upon~~ upon expiration of the IAES placement, the student will be placed in the setting he or she was in prior to the IAES. However, if district personnel maintain that it is dangerous for the student to return to that placement, the district may request an expedited hearing to continue the IAES for up to an additional forty-five (45) school days. This procedure may be repeated as necessary.

If the hearing officer ~~finds for~~ findings are in favor of the ~~parent and/or adult student~~ parent/adult student, the change of placement cannot occur~~.~~ ~~and the~~ The IEP team will need to determine the extent of services ~~that are~~ appropriate to meet the student's individual needs, as well as ~~and to~~ address the student's behavior. If the hearing officer finds ~~in favor of~~ for the district, the district may use the same disciplinary procedures, including expulsion, ~~as it uses~~ available for any other student, except that FAPE ~~shall~~ must be provided according to the requirements in Chapter 12, Section 3.

If an educational placement dispute arises involving a child transitioning from Part C to Part B, the child cannot remain in Part C services when he or she is over the age of three. If the child is found eligible for special education and related services under Part B and the parent consents to

the initial provision of special education and related services, then the school district shall provide those special education and related services that are not in dispute between the parent and district until completion of all the hearing proceedings. If the parent does not give written consent for the special education or related services, the student will not receive services until completion of the hearing proceedings.

Section ~~6~~ 7. Appeals and Civil Action

~~1.~~ An appeal to state court shall be filed within twenty-eight (28) days from the date of issuance of the hearing officer's decision~~, or~~; an appeal to federal district court shall be filed within forty-two (42) calendar days from the date of issuance of the hearing officer's decision.

~~Either party shall exhaust all dispute resolution procedures available under the IDEA 2004 prior to filing action in civil court. However, nothing in the IDEA 2004 restricts or limits the rights, procedures, and remedies available under the U.S. Constitution, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, or other Federal laws protecting the rights of children with disabilities. This means either party may have remedies available under these laws that overlap with the IDEA 2004. To obtain relief under those other laws, either party shall first use the available dispute resolution procedures under the IDEA 2004 before going directly into court.~~
~~2.~~
A party must exhaust administrative remedies before initiating a civil action under IDEA unless otherwise determined by the court. However, nothing in the IDEA ~~2004~~ restricts or limits the rights, procedures, and remedies available under the U.S. Constitution, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, or other Federal laws protecting the rights of children with disabilities.

Section ~~7.~~8. Attorney Fees

A district court will have jurisdiction in the awarding, determination, or prohibition of attorney fees. The court may:

1. award reasonable attorney fees as part of the costs to the prevailing party; and

2. determine the amount of attorney fees, using prevailing rates in the community in which the action occurred, for the kind and quality of services provided. No bonus or multiplier may be used in calculating the amount of fees awarded.

Funds under Part B of the IDEA ~~2004~~ cannot be used by the district to pay any attorney fees or costs of a party related to an action or proceeding, such as deposition, expert witnesses, settlements, and other related costs. However, Part B funds may be used to pay hearing officer fees or the costs of a meeting room to conduct the hearing.

A. Prohibition of Attorney Fees

1. Attorney fees may not be awarded:

    a. for legal representation at an IEP meeting, including a resolution session, unless such a meeting is convened as a result of a due process hearing or a judicial action; or

    b. for mediation that is conducted prior to a request for a due process hearing.

2. Attorney fees may not be awarded and related costs may not be reimbursed in any action or proceeding for services performed subsequent to the time of a written offer of settlement to a ~~parent and/or adult student~~ parent/adult student if:

    a. the district makes an offer at least ten (10) calendar days before a due process hearing or a civil proceeding begins;

    b. the offer is not accepted by the ~~parent and/or adult student~~ parent/adult student within ten (10) calendar days after it is made; and

    c. a court or due process hearing officer finds that the relief obtained by the ~~parent and/or adult student~~ parent/adult student is not more favorable to the ~~parent and/or adult student~~ parent/adult student than the offer of settlement.

B. Exception to the Prohibition of Attorney Fees

An award of attorney fees and related costs may be made to a ~~parent and/or adult student~~ parent/adult student who is a prevailing party and who was substantially justified in rejecting the district's settlement offer.

C. Reduction in the Amount of Attorney Fees

A court may reduce an award for attorney fees under any of the following circumstances:

1. ~~During~~ during the course of the action or proceeding, the ~~parent and/or adult student~~ parent/adult student or his or her attorney unreasonably extended the final resolution~~.~~;

2. ~~The~~ the amount of the award unreasonably exceeds the prevailing rate in the community for similar services by attorneys of reasonably comparable skills, reputation, and experience~~.~~;

3. ~~The~~ the time spent and legal services rendered were excessive considering the nature of the action~~.~~;

4. ~~The~~ the attorney representing the ~~parent and/or adult student~~ parent/adult student did not provide the information required in a due process hearing request~~.~~; and/or

5. a party represented him or herself, or his or her child.

D. Exception to the Reduction of Attorney Fees

The amount of attorney fees will not be reduced if the court finds that the district or SDE unreasonably extended the final resolution of the action or proceeding.

E. Special Provisions Regarding Attorney Fees

1. A district or SDE that prevails may seek attorney fees from a court against the ~~parent's and/or adult student's~~ parent's/adult student's attorney if the action is deemed frivolous, unreasonable, without foundation or prolongs the litigation.

2. A district or SDE that prevails may seek attorney fees from a court against the parent's/adult student's attorney or the ~~parent and/or adult student~~ parent/adult student if the hearing request was presented for improper purposes such as to harass the district, cause unnecessary delay or needlessly increase the cost of litigation.

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~~Special Education Mediation in Idaho~~

~~MANAGING PARENT AND SCHOOL CONFLICT THROUGH EFFECTIVE COMMUNICATION~~

~~If conflict occurs between a parent and school personnel regarding the educational program of a special education student, mediation provides a non-adversarial alternative to resolve the dispute.~~

~~***Mediation*** is a structured, voluntary process in which an impartial third party, a mediator, helps parents and school personnel who are experiencing conflict to reach a suitable agreement. Mediation builds positive working relationships, encourages mutual understanding, and helps parents and school personnel focus on their common interest – the student.~~

~~*Section 1. Mediation in Idaho*~~

~~The mediation process:~~

~~May resolve disputes regarding the identification, evaluation, educational placement, or related services for students with disabilities;~~

~~Clarifies areas of agreement and disagreement; and~~

~~Fosters better relationships between parents and schools~~

~~*Section 2. Requesting Mediation*~~

~~An oral or a written request for mediation may be made to the SDE by a parent and/or adult student with a disability, a legal guardian, a surrogate parent, or the district. In addition, the SDE will encourage parents and districts to participate in mediation when it seems appropriate. Following a request for mediation, the SDE will make every effort to complete the process within 21 days.~~

~~A request for mediation:~~

1. ~~Is appropriate when parents and/or adult students and schools are unwilling or unable to modify their position without outside assistance;~~

2. ~~May occur when parents and/or adult students and schools, after making a good-faith effort, face an impasse in attempting to resolve the conflict; and~~

3. ~~Can be scheduled prior to, or concurrent with, a request for a due process hearing.~~

~~Section 3. Proposed Mediation by the SDE~~

~~The SDE will offer mediation to resolve a dispute between parents and the district:~~

1. ~~When there is a formal request for a due process hearing; and~~
2. ~~At any other time the SDE deems the use of mediation appropriate.~~

~~Section 4. Appointment of a Mediator~~

~~The SDE maintains a list of qualified mediators. When both parties in a dispute agree to mediate, every attempt will be made by the SDE to appoint a mediator within 3 business days of the request. A mutually agreed upon time, date, and place of the mediation will be coordinated by the mediator.~~

~~If a due process hearing has been requested, the SDE will use a rotation list to select the mediator or both parties will be involved in and agree with the selection of the mediator.~~

~~If a due process hearing has been requested, the mediator may not be an employee of any district or state agency providing publicly funded services under the IDEA 2004 and co-mediators may not be used.~~

~~Section 5. The Mediator~~

~~A mediator is a neutral third party trained in communication, problem-solving and negotiation skills, and specific mediation techniques who acts as a facilitator to assist parents and/or adult students and schools in resolving conflicts. The mediator:~~

1. ~~Educates the parties about the mediation process.~~
2. ~~Establishes the ground rules for all parties to follow.~~
3. ~~Guides the process.~~
4. ~~Encourages open and honest communication.~~
5. ~~Ensures that each party is heard.~~
6. ~~Rephrases information and summarizes issues.~~
7. ~~Facilitates the writing of the agreement.~~

~~Section 6. Roles of Parents and Schools~~

~~It is in the best interest of all parties, including the student, to explore mediation as a means to a resolution of the conflict. Parents and/or adult students and school personnel play a very important role in mediation. As active participants, each party can help design a mutually agreeable solution.~~

~~Section 7. Prior to the Mediation~~

~~The SDE will provide:~~

1. ~~Notification to the disputing parties of the mediator appointed.~~

2. ~~A copy of the *Procedural Safeguards Notice* to each party.~~

3. ~~A copy of the "Confidentiality Pledge" to the parent, district, and mediator. The parties should review the pledge, come to the mediation with any questions regarding confidentiality, and be prepared to sign the pledge.~~

~~The mediator will:~~

1. ~~Contact the parties to explain the mediation process, identify issues, and help the parties establish a date, time, and place to hold the mediation.~~

2. ~~Assist in determining who will attend the mediation session and inform the parties that participants need to be knowledgeable about the student and of available resources or services the student may need.~~

3. ~~Advise the SDE of the names of all parties who will participate in the mediation session.~~

~~The parent and/or adult student and district will:~~

1. ~~Determine who will attend the mediation session and advise the mediator of their choices.~~

2. ~~Advise the mediator that the individual(s) with authority to commit resources and make final resolution decisions will participate in the mediation session.~~

~~Section 8. Preparing for the Mediation Session~~

~~The following guidelines can help participants prepare for the mediation session:~~

1. ~~Keep your schedule free and be willing to give at least one full day to the mediation process.~~

2. ~~Put aside personality conflicts and center on the educational interests of the student.~~

3. ~~Approach mediation in good faith.~~

4. ~~Be open, honest, and willing to listen.~~

5. ~~Be familiar with all documents related to the dispute, including the Individualized Education Program (IEP).~~

6. ~~Organize your information and materials.~~

~~7. Set goals you would like to achieve during the session.~~

~~8. Be open to alternatives.~~

~~Section 10. The Mediation Session~~

~~Every mediator has his or her own personal style of conducting a mediation. Participants should feel free to ask questions and seek clarification on any issue during the session. The mediation may include the following stages:~~

1. ~~**Introduction:** The mediator will explain the process, set the ground rules for all parties, respond to questions, and encourage the parties from the onset to deal with issues – not personalities.~~

2. ~~**Identification of issues:** Each party will have an opportunity, without interruption, to identify issues and share information. The mediator may seek additional information or summarize the issues.~~

3. ~~**Expression of interests:** At this stage, the mediator helps the parties identify their interests (those factors underlying their issues). Goals, needs, beliefs, hopes, and fears are expressed, explored, and clarified.~~

4. ~~**Caucus:** On occasion, issues and underlying interests may not be clear. Opportunity is provided for each party to "caucus" with the mediator for the purpose of sharing information or seeking clarification about the issues. The mediator will not disclose information from caucus sessions without consent.~~

5. ~~**Recess:** A break may be requested by any participant during the session. This time provides an excellent opportunity for all parties to gather their thoughts and absorb what has transpired.~~

6. ~~**Creating alternatives:** After the basic issues and interests have been identified, discussed, and clearly understood by all parties, the mediator will assist the parties in identifying or developing options to resolve the conflict. At any time during an open session or in a caucus, either party may propose solutions.~~

7. ~~**Developing and writing a plan:** The ultimate goal of mediation is to obtain a written resolution to the conflict. The parties establish the terms of the agreement. The mediator writes the final agreement, which is signed by the parent(s), school representatives, and mediator. Each party retains a copy of the agreement. If an agreement involves proposed changes to a student's IEP, an IEP team meeting should be convened as soon as possible.~~

8. ~~**Implementation:** For the final agreement to work effectively, its provisions shall be implemented. The signed agreement demonstrates a commitment by both parties to abide by the conditions of the agreement. Ultimately, it is the responsibility of the parties to fulfill their obligations.~~

~~For additional information, contact:~~

~~*Dispute Resolution Coordinator*~~
~~State Department of Education~~
~~Division of Student Achievement and School Improvement~~
~~P.O. Box 83720~~
~~Boise, Idaho 83720-0027~~
~~208/332-6912~~
~~800/432-4601~~
~~TT: 800/377-3529~~
~~FAX: 208/334-4664~~

~~**Regional Special Education**~~
~~North: 208/667-2588-Coeur d'Alene~~
~~208/885-9060-Moscow~~
~~Southeast: 208/282-3610-Pocatello~~
~~208/736-4263-Twin Falls~~
~~Southwest: 208/426-4315-Boise~~
~~208/426-4397-Boise~~

~~**DisAbility Rights Idaho (formerly Comprehensive Advocacy, Inc. (Co-Ad))**~~
~~4477 Emerald Street, Suite B-100~~
~~Boise, ID 83706~~
~~V/TT: 208/336-5353~~
~~V/TT: 866/262-3462~~

~~**Idaho Parents Unlimited, Inc. (IPUL)**~~
~~1878 W Overland Road~~
~~Boise, ID 83705~~
~~800/242-IPUL~~
~~V/TT: 208/342-5884~~

~~IDAHO STATE DEPARTMENT OF EDUCATION~~

~~**Procedures for Resolving Complaints**~~

~~**UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT OF 2004**~~

~~***Section 1. Filing Complaints***~~

~~**A. Filing a Formal Complaint**~~

~~Any individual or organization from Idaho or another state who believes a school district or other education agency has violated a requirement of Part B of the Individuals with Disabilities Education Improvement Act 2004 (IDEA 2004) may file a formal complaint with the State Department of Education (SDE). The complaint shall:~~

1. ~~Be in writing. Electronic mail is not acceptable. (The SDE will provide reasonable accommodations to individuals who need assistance in filing written complaints.)~~

2. ~~Be signed and dated.~~

3. ~~Include one or more allegations. Allegations are statements that an education agency has violated a requirement of Part B of the IDEA 2004. The alleged violations may not be older than one year from the date the complaint is received by the SDE.~~

4. ~~Include the supporting facts of each allegation. Supporting facts are a description of the events to support the allegation(s), including the name(s) of the student(s) involved, as appropriate.~~

5. ~~Include a proposed resolution for the complaint.~~

~~**B. Contact Information Required**~~

~~Complainants should include their mailing addresses and work and home telephone numbers as well as the name, address, and telephone number of the student(s) involved.~~

~~**C. Formal Complaints Address**~~

~~Complaints shall be mailed to: Dispute Resolution Coordinator~~
~~State Department of Education~~
~~Division of Student Achievement and School Improvement~~
~~P.O. Box 83720~~
~~Boise, ID 83720-0027~~

~~Section 2. Evaluating Complaints~~

~~At times, the SDE may not be able to proceed with resolution of all of a complainant's concerns. Complaints will be evaluated to determine whether the SDE can proceed with resolution. The SDE will notify the complainant, within 30 days of receipt of a complaint, if it cannot proceed with complaint resolution and the reasons. The complainant has the option of filing a new complaint and restarting the 60-day timeline or revising the complaint. If the revised complaint contains additional allegations on which the SDE can proceed, the SDE will modify the scope of complaint resolution and may extend the 60-day timeline.~~

~~A. Complaint resolution cannot proceed when:~~

~~1. The complaint is not in writing.~~

~~2. The complaint is not signed.~~

~~3. The complaint does not include allegations of Part B violations. (If appropriate, the SDE will notify the complainant of the appropriate agency, entity, or process to address his or her concerns.)~~

~~4. The complaint does not include the facts to support the allegations for any of the allegations.~~

~~5. All of the allegations in the complaint have been resolved in a previous due process hearing. However, the SDE will resolve a complaint alleging that the education agency failed to implement a due process hearing decision.~~

~~B. Resolution of every allegation cannot proceed when:~~

~~1. Some of the statements in the complaint are not allegations that an education agency has violated a requirement of Part B of the IDEA 2004. In this situation, the SDE will proceed with resolution of the statements that are allegations. Where appropriate, the SDE will assist the complainant in clarifying other statements and/or will inform the complainant of the appropriate agency, entity, or process to address concerns that do not allege violations of the IDEA 2004.~~

~~2. The facts to support some of the allegations are not provided. In this situation, the SDE will proceed with resolution of the allegations for which facts have been included. If appropriate, the SDE will assist the complainant in identifying the facts for his or her other allegations.~~

~~3. Some or all of the allegations in the complaint are the subject of a current due process hearing. In this situation, the SDE will proceed with resolution of allegations that are not part of the due process hearing. The SDE will set aside allegations that are the~~

~~subject of a due process hearing and will suspend the timeline for those allegations. When the hearing is resolved, the SDE will proceed with resolution of any allegation on which the hearing officer has not ruled. However, the SDE will proceed to resolve allegations that an education agency failed to implement a due process hearing decision.~~

~~C. If the complaint is withdrawn by the complainant prior to expiration of the timeline for resolution, the SDE will close the complaint.~~

~~Section 3. Complaint Resolution Processes~~

~~The SDE will make every effort to resolve complaints in the least adversarial manner possible. Resolution of a formal complaint may be achieved through one or more of the following four processes:~~

1. ~~**Verification of resolution:** At any time during an investigation, the education agency may submit information to the SDE to document that one or more of the allegations in the complaint have been resolved. The SDE may also receive similar information from other sources.~~

2. ~~**Corrective action plan (CAP):** The district may propose a CAP to address the allegations in the complaint. The SDE may accept, reject, or negotiate the proposed CAP or require other corrective actions or timelines to ensure that the district will achieve compliance for each allegation stated in the complaint. If this process is not successful, the SDE will conduct a full investigation.~~

3. ~~**Early complaint resolution (ECR):** The SDE may propose the use of ECR to resolve the complaint. This mutual approach provides the complainant and the district an opportunity to immediately resolve the issues prompting the complaint, even though the parties may not agree on particular findings of fact and conclusions. The SDE Dispute Resolution Coordinator or a contracted investigator will facilitate a resolution through the development of a written agreement to be signed by both parties. If this process is not successful, the SDE will conduct a full investigation.~~

4. ~~**Investigation:** If necessary, the SDE will investigate the complaint by conducting interviews and reviewing files, correspondence, and other information. An on-site investigation may occur if necessary.~~

~~Section 4. Compliance Activities~~

~~The SDE will negotiate or require corrective actions, including timelines, as necessary, for the education agency to achieve compliance.~~

~~A. **Remedies:** The SDE will identify the specific corrective action necessary for the district to achieve compliance. If it is determined that the district has failed to provide appropriate services, the SDE will address:~~

~~1. How to remedy the denial of those services including, as appropriate, the award of compensatory education, monetary reimbursement, or other corrective actions appropriate to the needs of the student that is the subject of the complaint; and~~

~~2. Appropriate future provision of those services for all students with disabilities in the education agency.~~

~~B. **Documentation:** The SDE will verify implementation of corrective actions and compliance by obtaining documentation from the district or education agency, confirming compliance with the complaint, or conducting an on-site follow up.~~

~~1. **Technical assistance:** If necessary, the SDE will provide technical assistance to the district or education agency during or following complaint resolution. The SDE will maintain a record of technical assistance provided to districts or education agencies.~~

~~2. **Sanctions:** If the district or education agency fails to achieve compliance, the SDE may initiate procedures to withhold federal funds until compliance is achieved.~~

~~Section 5. Complaint Resolution Steps~~

~~Within 60 days of receiving the complaint, the SDE will complete the following:~~

~~A. The SDE will decide to accept or reject the complaint based on the allegations and supporting facts.~~

~~B. Notify both parties in writing of the SDE determination, including a copy of the complaint and "Procedures for Resolving Complaints".~~

~~C. Offer mediation to both parties as a method for resolving the complainant's concerns.~~

~~D. The complainant will be notified of his or her right to submit additional information, either orally or in writing. Complainants will be asked to submit additional written information within 15 days of receiving notice of the right to do so. The complainant may submit additional oral information through an interview with the complaint investigator.~~

~~E. Gather sufficient additional information to make a determination for each allegation through informal fact finding; telephone or personal interviews; and a review of files, documents, correspondence, and other information. If both parties agree that one or more violations have occurred, additional fact-finding will not be conducted in those areas.~~

~~F. Carry out an independent on-site investigation if it is determined necessary.~~

~~G. Review all relevant information and make an independent determination for each allegation filed by the complainant as to whether the education agency has violated a requirement of Part B of the IDEA 2004.~~

~~H. Issue a Final Report to the complainant and district or education agency that contains:~~

~~1. An introduction with:~~

~~a. An assigned case number per the date the complaint was received by the SDE.~~

~~b. The name of the parties involved.~~

~~c. The complainant's allegations.~~

~~d. The complaint investigator's name.~~

~~e. Identified information gathered and reviewed.~~

~~f. If relevant, a description of any extension of the 60-day timeline and the exceptional circumstances that warranted the extension.~~

~~2. The SDE's findings of fact.~~

~~3. The SDE's conclusion regarding each allegation.~~

~~4. If the SDE determines the education agency violated a Part B requirement, required Corrective Action(s) will be stated in the report. A timeline and method of documenting compliance will be included.~~

~~I. Personally identifiable information about the student will not be included in the final report. The use of personally identifiable information about personnel employed by the education agency will be avoided.~~

~~J. The 60-day timeline may be extended if exceptional circumstances exist and are documented by the SDE, or the parties agree to voluntarily engage in mediation or other dispute resolution options offered by the SDE. If the timeline is extended, both parties will be notified. The notification will include the length of the extension and a description of the exceptional circumstances that warrant the extension.~~

~~*Section 6. Record of Complaints*~~

~~Each complaint file will be maintained for a period of at least 5 years and will include an original or copy of:~~

~~1. The complaint.~~

~~2. The investigative notes, documents, correspondence, phone logs, etc.~~

~~3. The Final Report, or documentation that the complaint was withdrawn.~~

~~4. Verification of compliance if additional activities are required in the report.~~

MEDIATION AGREEMENT

Student's Name _____ Date of Birth _____ Sex _____

Parent's Name _____

Address _____ City _____ Zip _____

Phone (Home) _____ Work) _____ (Cell) _____

School District or Agency _____

Address _____ City _____ Zip _____

Mediator _____ Date(s) of Mediation(s) _____

Is this Mediation related to a filed complaint? Yes No Complaint # _____

Participants (List name and title or relationship to student)

_____
_____
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TERMS OF AGREEMENT

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(USE ADDITIONAL PAGES AS NEEDED)

If applicable, we agree that this Mediation Agreement will serve to amend the existing Individualized Education Program. Yes _____ No _____

Initials _____ *Initials* _____

We, the undersigned, understand that this mediation is legally binding and enforceable in court. We enter into this agreement willingly and informed of our rights and responsibilities with regards to entering this agreement.

Parent/Adult Student Signature(s) _____ Local District or Agency Signature(s)

_____

_____

Date: _____ Date: _____

MEDIATION CONFIDENTIALITY AGREEMENT

Mediation is a voluntary, no cost, confidential service provided by the State Department of Education (SDE). Maintaining confidentiality is critical to the integrity of the process. Confidentiality encourages free, open communication, toward a collaborative settlement.

The parties involved in this mediation proceeding on this _____ of _____, 20 , agree to the following:

1. This confidentiality agreement must be signed by all parties before mediation services are provided.
2. Discussions that occur during the mediation process are confidential and cannot be used as evidence in any subsequent due process hearing or civil proceeding.
3. All parties agree not to call the mediator (or an SDE observer of this mediation) as a witness or depose the mediator (or SDE observer) in any subsequent due process hearing or legal proceeding.
4. The mediator will collect all personal notes which shall be destroyed at the conclusion of the mediation session.
5. This mediation session will not be recorded.
6. The only record to be retained will be the written agreement and this signed confidentiality agreement. If parties come to agreement, a copy of the written agreement will be given to both parties and filed with the SDE by the mediator. If for any reason the mediation fails to produce a written agreement, the mediator will inform the SDE that no agreement was reached.
7. All parties understand that the mediator is responsible for collecting the signed confidentiality pledge and the signed written agreement if one was created.

Signatures:

Name _____ Role _____ Date _____

Name _____ Role _____ Date _____

Name _____ Role _____ Date _____

Name _____ Role _____ Date _____

Name _____ Role _____ Date _____

Name _____ Role _____ Date _____

Name _____ Role _____ Date _____

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FORM FOR FILING A STATE ~~FORMAL~~ COMPLAINT

Please submit any request for a formal complaint to the Dispute Resolution Coordinator, State Department of Education, ~~Division of Student Achievement and School Improvement~~, P.O. Box 83720, Boise, ID 83720-0027. The alleged violations may not be older than one year from the date the complaint is received by the SDE. (You may use this form or submit a letter that includes the information below.)

A. General Information: (type or print)

Date: _____

Name of Individual Filing the Complaint: _____

Address: _____

City: _____ Zip: _____

Telephone: (Hm) _____ (Wk) _____ (Cell) _____

Email Address: _____

Relationship to Student: _____

Name of District /Agency Complaint Is Against: _____

Student Information:

Student Name: _____

Address: _____

City: _____ Zip: _____

Telephone: _____

District Information:

District Contact: _____

Address: _____

City: _____ Zip: _____

Telephone: _____

School Student Attends: _____ Student's Date of Birth: _____
(If complaint involves more than one student, please complete the student and district information for each student.)
In the case of a homeless child or youth, provide available contact information:
_____

B. Allegation(s): Describe the specific issue(s) that relate to potential violations of Part B of the IDEA ~~2004~~. Provide supporting facts and information for each allegation. (Attach additional pages if needed.)

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C. Resolution: Please provide your suggestions for solving the problem. (Attach additional pages if needed.)

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_____ _____ _____

Signature of Individual Requesting Hearing Title or Relationship to Student Date

DUE PROCESS HEARING REQUEST FORM

Please submit any request for a due process hearing to your district superintendent and to the Dispute Resolution Coordinator, State Department of Education, ~~Division of Student Achievement and School Improvement,~~ P.O. Box 83720, Boise, ID 83720-0027. (You may use this form or submit a letter that includes the information below.)

A. General Information: (type or print)

Date of Written Request: _____ Date Received (completed by SDE): _____

Name of Individual Requesting Hearing: _____

Address: _____

City: _____ Zip: _____ Day Phone: _____

Parent/Guardian of Student: _____

Address: _____

City: _____ Zip: _____

Telephone: (Hm) _____ (Wk) _____ (Cell) _____

Email Address: _____

Name of District/Agency Hearing Request Is Against: _____

Student Information:

Student Name: _____

Address: _____

City: _____ Zip: _____

Telephone: _____

District Information:

District Contact: _____

Address: _____

City: _____ Zip: _____

Telephone: _____

School Student Attends: _____ Student's Date of Birth: _____
(Complete if the information is available):
Student's Attorney: _____
(Complete if the information is available): District's Attorney: _____
_____

Issue(s): Describe your specific problem that relates to any matter of identification, evaluation, educational placement, or provision of a free appropriate public education. Summarize the facts and information as a basis for each allegation. (Attach additional pages if needed.)

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C. Resolution: Please provide your suggestions for solving the problem. (Attach additional pages if needed.)

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_____ _____ _____

Signature of Individual Requesting Hearing Title or Relationship to Student Date

EXPEDITED DUE PROCESS HEARING REQUEST FORM

Please submit any request for an expedited due process hearing to your district superintendent and to the Dispute Resolution Coordinator, State Department of Education, P.O. Box 83720, Boise, ID 83720-0027. (You may use this form or submit a letter that includes the information below.)

A. General Information: (type or print)

Date of Written Request: _____ Date Received (completed by SDE): _____

Name of Individual Requesting Hearing: _____

Address: _____

City: _____ Zip: _____
Telephone: (Hm) _____ (Wk) _____ (Cell) _____

Email Address: _____

Parent/Guardian of Student: _____

Address: _____

City: _____ Zip: _____ Telephone: (Hm) _____ (Wk) _____

Name of District/Agency Hearing Request Is Against: _____

Student Information:	**District Information:**
Student Name: _____	District Contact: _____
Address: _____	Address: _____
City: _____ Zip: _____	City: _____ Zip: _____
Date of Birth: _____	Telephone: _____
School Student Attends: _____	Grade: _____

(Complete if the information is available):
Student's Attorney: _____

(Complete if the information is available):
District's Attorney: _____

B. Issue(s): Describe your specific problem that relates to any matter of identification, evaluation, educational placement, or provision of a free appropriate public education. Summarize the facts and information as a basis for each allegation. (Attach additional pages if needed.)

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C. Resolution: Please provide your suggestions for solving the problem. (Attach additional pages if needed.)

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Signature of Individual Requesting Hearing Title or Relationship to Student Date

~~Document date:~~ **~~Resolution Session Form~~** ~~Page ___ of ___~~

~~Student's Name:~~	~~District ID:~~	~~State ID:~~	~~Grade:~~	~~Sex:~~
~~Native Lang:~~	~~Ethnicity:~~	~~Birth Date:~~	~~Age:~~	
~~District:~~	~~School:~~			
~~Parent/Guardian Name:~~	~~Home Phone:~~			
~~Address:~~				
~~Native Language:~~	~~Daytime Phone:~~			
~~Parent/Guardian Name:~~	~~Home Phone:~~			
~~Address:~~				
~~Native Language:~~	~~Daytime Phone:~~			
~~Director:~~	~~Daytime Phone:~~			

~~The Individuals with Disabilities Education Improvement Act of 2004 requires that options be made available to resolve conflict when a request for a due process hearing is filed. The "resolution session" provides an opportunity for the parent and/or adult student and the district to resolve issues identified in a due process hearing request. A resolution session is a meeting scheduled by the district and involves relevant members of the IEP team and the parent and/or adult student. The attorney for the school district will not attend the meeting unless the parent's and/or adult student's parent's/adult student's attorney is present. If requested by both parties, the State Department of Education (SDE) will appoint a neutral facilitator to conduct the resolution session.~~

~~A resolution session will be scheduled by the district unless one of the following occurs:~~

1. ~~Both the parent and/or adult student parent/adult student and the school district mutually agree to participate in SDE mediation.~~

2. ~~Both the parent and/or adult student parent/adult student and the school district mutually agree in writing to waive the resolution session.~~

~~Should a resolution session occur, the forty-five (45) day hearing process will not start until up to 30 days have expired, allowing for resolution, unless the thirty (30) day period is shortened by mutual written consent of both parties.~~

~~Should the parties mutually waive the resolution session and mutually agree not to participate in SDE mediation, the due process hearing will be scheduled, and the 45-day timeline for completing the hearing will start on the date that the request for a hearing was received.~~

~~Signature~~	~~Waive Resolution Meeting~~	~~Date~~
~~Parent:~~	~~[ ] Yes [ ] No~~	
~~Parent:~~	~~[ ] Yes [ ] No~~	
~~District Representative:~~	~~[ ] Yes [ ] No~~	

~~Please sign below regarding your participation in a resolution session. Unless both the district and the parent and/or adult student parent/adult student waive the resolution session, a meeting will be scheduled. If the district schedules a resolution session and the parent and/or adult student parent/adult student does not attend, the issues cannot be taken to a due process hearing.~~

SUBJECT

Pending Rule – Docket No. 08-0203-1508, Rules Governing Thoroughness, compliance with IDEA/IEP timelines

REFERENCE

August 2010	Board approved temporary and proposed rule change to IDAPA 08.02.03.109. regarding the Special Education Individualized Education Programs.
November 2010	Board approved pending rule changes to IDAPA 08.02.03.109 regarding the Special Educaiton Individualized Education Programs
January 22, 2015	Board approved a temporary rule amending IDAPA 08.02.03.109 amending the timelines required for initial evaluations and determination of eligibility requirements.
August 13, 2015	Board approved Proposed Rule – IDAPA 08.02.03.109 – Rules Governing Thoroughness, compliance with IDEA/IEP timelines.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-116, 33-2002, Idaho Code, IDAPA 08.02.03.109 (f)
20 U.S.C. 1411-1419; 34 CFR 300,100-300.174, Individuals with Disabilities Education Act (IDEA)

BACKGROUND/DISCUSSION

The Individuals with Disablities Education Act (IDEA) sets certain timeframes for districts to complete particular activities such as initial evaluation for special education, reevaluation, and dispute resolution. Timeframes help ensure that services for students are not unnecessarily delayed and reviewed appropriately. Federal regulation allows for 60 calendar days from the receipt of parent consent for initial evaluation to evaluate a student and determine eligibility for special education. After a student is found eligible for special education, regulations allow 30 calendar days to develop an individualized education program (IEP); implementation of that IEP must occur as soon as possible thereafter. Idaho's rules currently set a maximum 60 day timeline for student evaluation, determination of eligibility for special education, development of an IEP and implementation of that IEP. Idaho's timeline starts upon the receipt of parent consent for initial evaluation for special education, and excludes periods when regular school is not in session for five or more consecutive school days, or if all parties agree to an extension beyond 60 days. Idaho also requires once eligibility is determined, an IEP must be developed and implemented within 30 days (as long as those 30 days still fall within the 60 day timeframe). An example would be if a student was evaluated and found eligible by the 15th day, a district would then have 30 days (not 45 days) to ensure development and implementation of an IEP. If a student was evaluated and found eligible on the 35th day, the IEP would have to be developed and implemented within 25 days.

IDEA only allows states to modify the timelines for times when a school is not in session for five (5) or more consecutive days for eligibility for Special Education services, this is not allowed for IEPs as specified in IDAPA 08.02.03 subsection 109.04. The timeline currently contained in this section violates IDEA. The proposed amendments bring the administrative rule in compliance with IDEA requirements.

No comments were received during the 21 day public comment period and no changes were made between the proposed and the pending rule.

IMPACT

This Pending Rule is needed to bring IDAPA into compliance with IDEA.

ATTACHMENTS

Attachment 1 – Proposed Rule amendment to IDAPA 08.02.03.109 Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve Pending Rule – Docket No. 08-0203-1508, Special Education bringing the rule in compliance with IDEA/IEP timelines, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08
TITLE 02
CHAPTER 03

08.02.03 - RULES GOVERNING THOROUGHNESS

109. SPECIAL EDUCATION.

01. Definitions. The following definitions apply only to Section 109 of these rules. (4-5-00)

a. Adult Student. A student who is eligible for special education, is eighteen (18) years of age or older and to whom special education rights have transferred. (4-5-00)

b. Department. State Department of Education. (4-5-00)

c. Due Process Hearing. An administrative hearing that is conducted to resolve disputes. (3-29-10)

i. Regular due process hearing regarding issues on any matter related to identification, evaluation, placement, or the provision of a free appropriate public education. (3-29-10)

ii. For disputes concerning discipline for which shortened time lines are in effect, an expedited due process hearing may be requested in accordance with the Individuals with Disabilities Education Act. (3-29-10)

d. Education Agency. Each school district and other public agency that is responsible for providing special education and related services to students with disabilities, including the Department of Juvenile Corrections and the Idaho School for the Deaf and Blind. (4-5-00)

e. Governing Special Education Requirements. Sections 33-201, 33-2001 through 2002, 33-2004 through 2005, and 33-2010, Idaho Code; Section 109 of these rules; the Individuals with Disabilities Education Act (IDEA), Parts A and B, (20 U.S.C., Sections 1400-1419); IDEA Regulations (34 C.F.R. Part 300); Idaho Special Education Manual; and special education case law that sets precedence in Idaho. (3-29-10)

f. Idaho Special Education Manual. Policies and procedures, as approved by the State Board of Education, that the State Department of Education is required to adopt to meet the eligibility requirements of 20 U.S.C, Section 1412 and are consistent with state and federal laws, rules, regulations, and legal requirements. (3-29-10)

g. Special Education. Specially designed instruction as defined by the Individuals with Disabilities Education Act or speech-language pathology services to meet the unique needs of a special education student. (4-5-00)

02. Legal Compliance. The State Department of Education and education agencies shall comply with all governing special education requirements. (4-5-00)

a. The Board of Trustees or other comparable governing body of each education agency shall adopt policies and procedures for providing special education services and obtain approval from the State Department of Education for the same. Department approval shall be based on current governing special education requirements. Each education agency shall revise its policies and procedures as necessary to conform with changes in governing special education requirements. (4-5-00)

b. The State Department of Education shall provide education agencies with a sample set of policies and procedures that is consistent with governing special education requirements. The Department shall monitor all education agencies and private agencies who provide special education services to students with disabilities for

compliance with governing special education requirements and adopted policies and procedures. (4-5-00)

c. Each education agency shall ensure that charter schools and alternative schools located in its jurisdiction have nondiscriminatory enrollment practices. Each education agency shall ensure the provision of special education and related services to eligible students enrolled in charter and alternative schools in accordance with governing special education requirements. (4-5-00)

d. Each education agency contracting with a private school or facility shall ensure that the private school or facility is approved by the State Department of Education to provide special education services. The Department may approve a private school or facility to provide special education services upon application to the Department if it: (4-5-00)

i. Is an accredited school or a licensed rehabilitation center; and (4-5-00)

ii. Meets minimum health, fire and safety standards; and (4-5-00)

iii. Is nonsectarian; and (4-5-00)

iv. Provides special education services consistent with governing special education requirements. (4-5-00)

v. Any private school or facility aggrieved by the Department's final decision may appeal that decision to the State Board of Education. (4-5-00)

e. Education agencies shall employ special education and related services professional personnel using certification standards approved by the State Board of Education or licensing standards adopted by the Bureau of Occupational Licensing. Education agencies shall employ individuals who meet the highest entry-level standard that applies to a specific discipline unless there is a shortage of fully qualified candidates for a specific position. If there is a shortage of fully qualified candidates, the education agency shall hire the most qualified individual available who is making satisfactory progress toward meeting the highest entry-level standard within three (3) years. (4-5-00)

f. Education agencies may employ paraprofessional personnel to assist in the provision of special education and related services to students with disabilities if they meet standards established by the State Department of Education. (4-5-00)

g. Education agencies shall collect and report data as necessary to meet state and federal requirements concerning special education services, staff or students. Education agencies shall develop, implement and revise district improvement plans as necessary to improve results as measured by data on goals and indicators for the performance of special education students that are established by the State Department of Education in accordance with the Individuals with Disabilities Education Act. (4-5-00)

h. Education agencies shall establish a team process to problem solve and plan general education interventions to ensure that referrals to special education are appropriate. (4-5-00)

03. Eligibility for Special Education. The State Department of Education shall provide state eligibility criteria for special education services for categorical eligibility consistent with the Individuals with Disabilities Education Act. Education agencies shall consider eligibility under all disability categories set forth in the Idaho Special Education Manual with the exception of developmental delay, which is an optional category. If an education agency elects to use the developmental delay category, it shall consider developmental delay for students ages three (3) through nine (9) using the eligibility criteria adopted by the Department and set forth in the Idaho Special Education Manual. The total timeline from the date of receipt of written parental consent for an initial evaluation to the date of determination of eligibility for special education and related services must not exceed sixty (60) calendar days, excluding periods when regular school is not in session for five (5) or more consecutive school days, unless all parties agree to an extension. (4-7-11)

04. Individualized Education Programs. Each education agency shall develop an individualized education program (IEP) for each student who is eligible for special education. The IEP shall be implemented as soon as possible after it is developed. The total timeline from the determination that the student needs special education and related services to the date of implementation of the initial IEP shall not exceed thirty (30) calendar days, ~~excluding periods when regular school is not in session for five (5) or more consecutive school days, unless all parties agree to an extension~~. A new IEP shall be developed at least annually, on or before the date the previous IEP was developed. ~~(4-7-11)~~(____)

a. IEP team meetings shall be convened upon reasonable request of any IEP team member at times other than the annual review. If the education agency refuses to convene an IEP team meeting requested by a parent or adult student, the agency shall provide written notice of the refusal. (4-5-00)

b. Education agencies shall document the attendance of all participants at each IEP team meeting. Any participant who does not agree with an IEP team decision regarding a student's educational program may place a minority report in that student's file. A minority report shall not prevent implementation of an IEP team decision. (4-5-00)

c. The IEP team shall determine the student's placement in the least restrictive environment. (5-3-03)

d. At the discretion of the education agency, an individualized family service plan (IFSP) may be used in place of an IEP if: (4-5-00)

i. The child is ages three (3) through five (5), and (4-5-00)

ii. The child's parents are provided with a detailed explanation of the differences between an IFSP and an IEP, and (4-5-00)

iii. The child's parents provide written consent to use the IFSP, and (4-5-00)

iv. The IFSP is developed in accordance with IDEA Part B policies and procedures. (3-29-10)

v. Nothing in this part requires education agencies to develop IFSPs rather than IEPs for three (3) through five (5) year old nor to implement more than the educational components of the IFSP. (4-5-00)

e. When a student who has been determined eligible for special education, as indicated by a current IEP, transfers from one (1) Idaho education agency to another, the student is entitled to continue to receive special education services. The receiving education agency may accept and implement the existing IEP or may convene an IEP team meeting to develop a new IEP. If a new IEP cannot be developed within five (5) school days, or if the education agency wishes to re-evaluate the child, an interim (short-term) IEP shall be implemented pending development of the standard IEP. (4-5-00)

f. If a student who is eligible for special education in another state transfers to an Idaho education agency, the Idaho education agency shall request a copy of the student's most recent eligibility documentation and IEP within two (2) school days. Within five (5) school days of receipt of the eligibility documentation and IEP, the Idaho education agency shall determine if it will adopt the existing eligibility documentation and IEP. If the education agency disagrees with the existing eligibility documentation, or if the documentation is not available within a reasonable time period, consent for an initial assessment shall be sought. While the assessment and evaluation is in process, the education agency may implement an interim IEP if the parent or adult student agrees. If the parent or adult student does not agree to an interim IEP, the student shall be placed in general education. (4-5-00)

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SUBJECT

Pending Rule – Docket No. 08-0203-1509 - Rules Governing Thoroughness, Incorporation by Reference/Amended Content Standards – Humanities and Science

REFERENCE

April 2009	Board approved updated Idaho Content Standards for Humanities and Science.
August 13, 2015	Board adopted updated humanities and science standards and approved Proposed Rule – IDAPA 08.02.03, Rules Governing Thoroughness, Incorporation by Reference/Amended Content Standards – Humanities and Science

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1612, Idaho Code,
Idaho Administrative Code IDAPA, 08.02.03 - Rules Governing Thoroughness

BACKGROUND/DISCUSSION

Idaho standards are reviewed every six (6) years by discipline. The Humanities Standards were last reviewed in 2008 and revisions were adopted by the Board in April 2009. Groups of stakeholders from across the state including classroom teachers, university professors, arts and humanities community members, and administrators from Idaho school districts were brought together to conduct the reviews. The group broke into seven committees representing the following disciplines: dance, media arts, music, theatre, visual arts, interdisciplinary humanities, and world languages.

The fine arts committee expanded to include media arts during the review. Previous versions of the Content Standards for Humanities did not include media arts. All other disciplines have had standards in place since 2001. Each of the Humanities review committees produced standards in two formats: chart and outline, to best serve classroom educators. Each committee group also produced a white paper that outlines the place of each discipline in the overall curriculum and states major changes from the 2009 version of the Idaho Content Standards in the Humanities disciplines. A total of 48 people on the Executive Committee met in Boise twice for two days to create the new documents and make final recommendations for the Board's consideration.

Per Stakeholder input and public comment, minor changes were made to the pending rule to align with language in the standards. Language changed in 08.02.03.105 (g) from: a course may satisfy "humanities standards," to: a course may satisfy "graduation requirements." This language better represents what is in the standards.

In addition to the review of the Humanities content standards, a group of Idaho Science Educators were brought together in March and May of 2015 to review the current K-12 Idaho Content Standards for Science. Like the Idaho Content Standards for Humanities, the standards for science were last updated and adopted by the Board in April of 2009.

The Science Committee's reviews and revisions allow Idaho schools to select best-suited science standards as per local control. A cross-walk evaluation was conducted by the Idaho Science Standards Committee to determine the links between the current Idaho Standards and the National Research Council's Framework for K-12 Science Education. The committee determined the old standards lacked depth, rigor, inquiry, problem solving, and hands-on laboratory experiences. Revisions to the standards are required to correspond to a changing set of requirements for science literacy.

Most comments received during the 21 day public comment period were not pertinent to the rule or the standards being incorporated into the rule. Many of the comments were in the form of questions regarding how the standards were reviewed and by whom. The State Department has answered the questions asked during the public comment period and have posted the answers on their website. No changes were made between the proposed and the pending rule.

IMPACT

The revised Humanities Content standards will allow teachers to utilize best practice in the arts, interdisciplinary humanities, and world language and incorporate not only skills but also essential understandings, essential questions, glossaries, and multiple formats for classroom use. The addition of media arts as a discipline in the fine arts will provide specific skill sets for schools to incorporate new technologies in the arts and reach a larger population of students with interests in media. The new world language standards will allow school districts to follow accepted norms in the areas of proficiencies of various levels of language practice, as these standards are not measured by a specific year, but through proficiencies students can themselves measure. The newly rewritten interdisciplinary standards provide a clearer pathway for educators to devise courses based on their own skills in the arts and humanities.

The revised science content standards will increase the rigor and depth of sciences courses for Idaho students and better prepare Idaho's students for the workforce and postsecondary education.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to IDAPA 08.02.03.004 Idaho Content Standards are reviewed and adopted based on the schedule relative to the curricular materials adoption schedule. IDAPA 08.02.03.129.02 requires curricular materials to be adopted by the Board for a period of six (6) years. Curricular materials are reviewed and adopted in manner that allows for a few content areas/subjects to be reviewed each year on a rolling calendar basis. Content standards are reviewed the year prior to the curricular materials review so that the materials are in alignment with the most current content standards. Due to the rulemaking process and timelines, content standards must be approved by the Board no later than the August Board meeting in the year in which they are scheduled for review. The six (6) year review cycle is based on the Board's previous adoption date.

There are currently ten (10) separate content areas in which the Board has set minimum standards. They were last approved by the Board as follows:

- Driver Education – August 2008
- English Language Arts – August 2010
- Health – April 2009
- Humanities (6 subcategories) – April 2009 (new standards adopted August 2015 with 7 subcategories)
- Information and Communication Technology – April 2010
- Limited English Proficiency – August 2008
- Mathematics – August 2010
- Physical Education – April 2009
- Science – April 2009 (new standards adopted August 2015)
- Social Studies – April 2009

Based on these dates the standards should be reviewed and come to the board as follows:

- Driver Education – should have been reviewed by August 2014 or removed if no longer necessary due to the adoption of the Operating Procedures for Idaho Public Drier Education Program (IDAPA 08.02.02.004.03)
- English Language Arts – no later than August 2016 (currently under review)
- Health – no later than August 2015
- Humanities – revised standards adopted August 2015, next review by August 2021
- Information and Communication Technology – no later than August 2016
- Limited English Proficiency – should have been reviewed by August 2014 or removed if no longer necessary due to the adoption of the Limited English Development Standards (IDAPA 08.02.03.004.02)
- Mathematics – no later than August 2016 (currently under review)
- Physical Education – no later than August 2015

- Science – new standards adopted August 2015, next review by August 2021
- Social Studies – no later than August 2015

While standards are required to be reviewed on a six year rotating calendar, these reviews do not always result in updates to the standards. In the future it would be helpful for the Department to update the Board on which standards were reviewed (even if no changes were being recommended) at the same time amendments to other sections of the content standards are being brought forward to the Board with amendment for consideration. This change in the process would make it easier to track reviews that did not result in recommendations for amendments and assure the Board is in compliance with current state law, as they would become part of the Board's permanent record and easier to track.

BOARD ACTION

I move to approve Pending Rule – Docket No. 08-0203-1509, Rules Governing Thoroughness – Incorporation by Reference/Amended Content Standards – Humanities and Science, as submitted.

Moved by _____ Seconded by _____ Carried: Yes ____ No ____

IDAPA 08
TITLE 02
CHAPTER 03

08.02.03 - RULES GOVERNING THOROUGHNESS

000. LEGAL AUTHORITY.
All rules in this Thoroughness chapter (IDAPA 08.02.03) are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under sections 33-116, 33-118, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate. (4-5-00)

001. TITLE AND SCOPE.

01. Title. These rules shall be known as IDAPA 08.02.03 "Rules Governing Thoroughness." (4-5-00)

02. Scope. These rules shall govern the thorough education of all public school students in Idaho. (4-5-00)

002. WRITTEN INTERPRETATIONS.
Any written interpretations are on file at the office of the State Board of Education at 650 West State Street, Boise, Idaho 83702. (3-15-02)

003. ADMINISTRATIVE APPEALS.
Unless otherwise provided for in the Rules of the State Board of Education or in the State Board of Education Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted pursuant to the Idaho Administrative Procedure Act and IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General." (4-5-00)

004. INCORPORATION BY REFERENCE.
The following documents are incorporated into this rule: (3-30-07)

01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (3-29-10)

a. Driver Education, as revised and adopted on August 21, 2008. (3-29-10)

b. Health, as revised and adopted on April 17, 2009. (3-29-10)

c. Arts and Humanities Categories: (3-29-10)

i. Visual Arts, as revised and adopted on ~~April 17, 2009~~ August 13, ~~;~~2015; ~~(3-29-10)~~ (___)

ii. Dance, as revised and adopted on ~~April 17, 2009~~August 13, 2015; (3-29-10)

iii. ~~Drama~~Theatre, as revised and adopted on ~~April 17, 2009~~ August 13, 2015~~;~~ ~~(3-29-10)~~ (___)

iv. Interdisciplinary Humanities, as revised and adopted on ~~April 17, 2009~~ August 13, 2015;~~(3-29-10)~~ (___)

v. Music, as revised and adopted on ~~April 17, 2009~~August 13, 2015; (3-29-10)

vi. World languages, as revised and adopted on ~~April 17, 2009~~August 13, 2015. (3-29-10)

vii. Media Arts, as adopted on August 13, 2015 ( )

d. English Language Arts, as revised and adopted on August 11, 2010. (4-7-11)

e. Limited English Proficiency, as revised and adopted on August 21, 2008. (3-29-10)

f. Mathematics, as revised and adopted on August 11, 2010. (4-7-11)

g. Physical Education, as revised and adopted on April 17, 2009. (3-29-10)

h. Science, as revised and adopted on ~~April 17, 2009~~ August 13, 2015 ~~(3-29-10)~~ ( )

i. Social Studies, as revised and adopted on April 17, 2009. (3-29-10)

j. Information and Communication Technology, as revised and adopted on April 22, 2010. (4-7-11)

(BREAK IN CONTINUITY OF SECTIONS)

008. DEFINITIONS H - S.

01. ~~Interdisciplinary or~~ Integrated Assessment. Assessment based on tasks that measure~~s~~ a student's ability to apply concepts, principles, and processes from two (2) or more subject disciplines to a project, issue, or problem. (4-5-00)

02. International Baccalaureate (IB) - Administered by the International Baccalaureate Organization, the IB program provides a comprehensive liberal arts course of study for students in their junior and senior years of high school. IB students take end-of-course exams that may qualify for college credit. Successful completion of the full course of study leads to an IB diploma.(4-11-06)

03 Interdisciplinary Study. An approach to learning in two or more disciplines that enables students to identify and apply authentic connections and integrate essential concepts that transcend individual disciplines. ( )

~~03~~04. Laboratory. A laboratory science course is defined as one in which at least one (1) class period each week is devoted to providing students with the opportunity to manipulate equipment, materials, specimens or develop skills in observation and analysis and discover, demonstrate, illustrate or test scientific principles or concepts. (4-11-06)

~~04~~05. Learning Plan. The plan that outlines a student's program of study, which should include a rigorous academic core and a related sequence of electives in academic, professional-technical education (PTE), or humanities aligned with the student's post graduation goals. (4-11-06)

~~05~~06. Narrative. Text in any form (print, oral, or visual) that recounts events or tells a story. (4-5-00)

~~06~~07. Norm-Referenced Assessment. Comparing a student's performance or test result to performance of other similar groups of students; (e.g., he typed better than eighty percent (80%) of his classmates.) (4-5-00)

~~07~~08. On-Demand Assessment. Assessment that takes place at a predetermined time and place. Quizzes, state tests, SATs, and most final exams are examples of on-demand assessment. (4-5-00)

~~08~~09. Performance Assessment. Direct observation of student performance or student work and professional judgment of the quality of that performance. Good quality performance assessment has pre-established

performance criteria. (4-5-00)

~~09~~10. **Performance-Based Assessment**. The measurement of educational achievement by tasks that are similar or identical to those that are required in the instructional environment, as in performance assessment tasks, exhibitions, or projects, or in work that is assembled over time into portfolio collections. (4-5-00)

~~10~~11. **Performance Criteria**. A description of the characteristics that will be judged for a task. Performance criteria may be holistic, analytic trait, general or specific. Performance criteria are expressed as a rubric or scoring guide. Anchor points or benchmark performances may be used to identify each level of competency in the rubric or scoring guide. (4-5-00)

~~11~~12. **Phonics**. Generally used to refer to the system of sound-letter relationships used in reading and writing. Phonics begins with the understanding that each letter (or grapheme) of the English alphabet stands for one (1) or more sounds (or phonemes). (4-5-00)

~~12~~13. **Portfolio**. A collection of materials that documents and demonstrates a student's academic and work-based learning. Although there is no standard format for a portfolio, it typically includes many forms of information that exhibit the student's knowledge, skills, and interests. By building a portfolio, students can recognize their own growth and learn to take increased responsibility for their education. Teachers, mentors, and employers can use portfolios for assessment purposes and to record educational outcomes. (4-5-00)

~~13~~14. **Professional Development**. A comprehensive, sustained, timely, and intensive process to improve effectiveness of teachers and administrators in raising student achievement, which: (4-4-13)

a. Aligns with rigorous state academic achievement standards, local educational agency goals, school improvement goals, effective technology integration, and Common Core standards. (4-4-13)

b. Utilizes data driven instruction using a thorough review and continual evaluation of data on teacher and student performance to define clear goals and distinct outcomes. (4-4-13)

c. Provides opportunities that are individualized enough to meet distinct and diverse levels of need for teachers and administrators. (4-4-13)

d. Is facilitated by well-prepared school administrators, coaches, mentors, master teachers, lead teachers, or third-party providers under contract with the State Department of Education, school district, or charter school, and supported by external research, expertise, or resources. (4-4-13)

e. Fosters a collective responsibility by educators within the school for improved student performance and develops a professional learning community. (4-4-13)

15. Project based learning. A hands-on approach to learning that encourages students to create/interpret/communicate an original work or project and assesses quality and success of learning through performance/presentation/production of that work or project. ( )

(BREAK IN CONTINUITY OF SECTIONS)

103. INSTRUCTION GRADES 1-12.

01. Instruction. Instruction is inclusive of subject matter, content and course offerings. Patterns of instructional organization are a local school district option. Schools will assure students meet locally developed standards with the state standards as a minimum.* (*This includes special instruction that allows limited English proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the regular education program. It also includes special learning opportunities for accelerated, learning disabled students and students with other disabilities.) (4-5-00)

02. Instructional Courses. At appropriate grade levels, instruction will include but not be limited to the following: (4-11-06)

a. Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech and listening, and, in elementary schools, cursive writing. (3-20-14)

b. Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning and probability. (4-1-97)

c. Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. (4-1-97)

d. Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology. (4-1-97)

104. OTHER REQUIRED INSTRUCTION.
Other required instruction for all students and other required offerings of the school are: (4-1-97)

01. Elementary Schools. (4-11-06)

a. The following section outlines other information required for all elementary students, as well as other required offerings of the school:

Fine Arts (art and music)
Health (wellness)
Physical Education (fitness) (4-11-06)

b. Additional instructional options as determined by the local school district. For example:
Languages other than English
Career Awareness (4-1-97)

02. Middle Schools/Junior High Schools. (4-11-06)

a. No later than the end of Grade eight (8) each students shall develop parent-approved student learning plans for their high school and post-high school options. The learning plan shall be developed by students with the assistance of parents or guardians, and with advice and recommendation from school personnel. It shall be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the school district's or LEA's graduation standards. The school district or LEA will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed. (4-11-06)

b. A student must have taken pre-algebra before the student will be permitted to enter grade nine (9). (3-12-14)

c. Other required instruction for all middle school students:
Health (wellness)
Physical Education (fitness) (4-11-06)

d. Other required offerings of the school:
Family and Consumer Science
Fine & Performing Arts
Professional Technical Education

Advisory Period (middle school only, encouraged in junior high school) (4-11-06)

03. High Schools. (4-11-15)

a. High schools must offer a wide variety of courses to satisfy state and local graduation requirements. High schools are required to provide instructional offerings in Physical Education (fitness) and Professional Technical Education. (4-11-15)

b. High schools will annually review and update with the student the parent-approved student learning plans outlined in Subsection 104.02.a. .

105. HIGH SCHOOL GRADUATION REQUIREMENTS.
A student must meet all of the requirements identified in this section before the student will be eligible to graduate from an Idaho high school. The local school district or LEA may establish graduation requirements beyond the state minimum. (5-8-09)

01. Credit Requirements. The State minimum graduation requirement for all Idaho public high schools is forty-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.i. (3-12-14)

a. Credits. (Effective for all students who enter the ninth grade in the fall of 2010 or later.) One (1) credit shall equal sixty (60) hours of total instruction. School districts or LEA's may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA's reason for not requiring sixty (60) hours of total instruction per credit. (3-29-10)

b. Mastery. A student may also achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the local school district or LEA. (3-29-10)

c. Secondary Language Arts and Communication. Nine (9) credits are required. Eight (8) credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level. One (1) credit of instruction in communications consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements. (3-29-10)

d. Mathematics. Six (6) credits are required. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering courses may also be counted as a mathematics credit if the student has completed Algebra II standards. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a math and science credit. (3-12-14)

i. Students must complete secondary mathematics in the following areas: (3-12-14)

(1) Two (2) credits of Algebra I or courses that meet the Idaho Algebra I Content Standards as approved by the State Department of Education; (3-29-10)

(2) Two (2) credits of Geometry or courses that meet the Idaho Geometry Content Standards as approved by the State Department of Education; and (3-29-10)

(3) Two (2) credits of mathematics of the student's choice. (3-29-10)

ii. Two (2) credits of the required six (6) credits of mathematics must be taken in the last year of high school in which the student intends to graduate. For the purposes of this subsection, the last year of high school shall include the summer preceding the fall start of classes. Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than math are not required to retake a math course as long as they have earned six (6) credits of high school level mathematics. (3-12-14)

iii. Students who have completed six (6) credits of math prior to the fall of their last year of high school, including at least two (2) semesters of an Advanced Placement or dual credit calculus or higher level course, are exempt from taking math during their last year of high school. High School math credits completed in middle school shall count for the purposes of this section. (3-12-14)

e. Science. Six (6) credits are required, four (4) of which will be laboratory based. Secondary sciences include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. Up to two (2) credits in AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may be used as science credits. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a math and science credit. (3-12-14)

i. Secondary sciences include instruction in the following areas: biology, physical science or chemistry, and earth, space, environment, or approved applied science. Four (4) credits of these courses must be laboratory based. (3-29-10)

f. Social Studies. Five (5) credits are required, including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as a social studies requirement. (3-29-10)

g. Arts and Humanities. Two (2) credits are required. Arts and Humanities courses include instruction in visual arts, music, theatre, dance, media arts, or world language aligned to the Idaho content standards for those subjects. ~~Other courses such as literature, history, philosophy, architecture, or comparative world religions~~ A course in Interdisciplinary Humanities may satisfy the ~~humanities standards~~ graduation requirements if the course is aligned to the Idaho Interdisciplinary Humanities Content Standards. ~~(3-29-10)~~(___)

h. Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. Effective for all public school students who enter grade nine (9) in Fall 2015 or later, each student shall receive a minimum of one (1) class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. (3-12-14)

i. Students participating in one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or eighteen (18) weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education. Students must show mastery of the content standards for Physical Education in a format provided by the school district. (4-1-15)

DANCE

Creating

Anchor Standard 1: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
Essential Question(s): Where do choreographers get ideas for dances?

	Kindergarten DA:Cr1.1.K	1st DA:Cr1.1.1	2nd DA:Cr1.1.2	3rd DA:Cr1.1.3	4th DA:Cr1.1.4	5th DA:Cr1.1.5	6th DA:Cr1.1.6	7th DA:Cr1.1.7	8th DA:Cr1.1.8	HS Proficient DA:Cr1.1.I	HS Accomplished DA:Cr1.1.II	HS Advanced DA:Cr1.1.III
Explore	a. Respond in movement to a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance).	a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and identify the source.	a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources for movement ideas.	a. Experiment with a variety of selfidentified stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences) for movement.	a. Identify ideas for choreography generated from a variety of stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences).	a. Build content for choreography using several stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).	a. Relate similar or contrasting ideas to develop choreography using a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events).	a. Compare a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) and make selections to expand movement vocabulary and artistic expression.	a. Implement movement from a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) to develop dance content for an original dance study or dance.	a. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.	a. Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.	a. Synthesize content generated from stimulus material. Experiment and take risks to discover a personal voice to communicate artistic intent.
	b. Explore different ways to do basic locomotor and nonlocomotor movements by changing at least one of the elements of dance.	b. Explore a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.	b. Combine a variety of movements while manipulating the elements of dance.	b. Explore a given movement problem. Select and demonstrate a solution.	b. Develop a movement problem and manipulate the elements of dance as tools to find a solution.	b. Construct and solve multiple movement problems to develop choreographic content.	b. Explore various movement vocabularies to transfer ideas into choreography.	b. Explore various movement vocabularies to express an artistic intent in choreography. Explain and discuss the choices made using genre-specific dance terminology.	b. Identify and select personal preferences to create an original dance study or dance. Use genrespecific dance terminology to articulate and justify choices made in movement development to communicate intent.	b. Experiment with the elements of dance to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original dance study or dance.	b. Apply personal movement preferences and strengths with the movement vocabulary of several dance styles or genres to choreograph an original dance study or dance that communicates an artistic intent. Compare personal choices to those made by well-known choreographers.	b. Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.

Creating	Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers. Essential Question(s): What influences choice-making in creating choreography?													Creating
		Kindergarten DA:Cr2.1.K	**1st DA:Cr2.1.1**	**2nd DA:Cr2.1.2**	**3rd DA:Cr2.1.3**	**4th DA:Cr2.1.4**	**5th DA:Cr2.1.5**	**6th DA:Cr2.1.6**	**7th DA:Cr2.1.7**	**8th DA:Cr2.1.8**	**HS Proficient DA:Cr2.1.I**	**HS Accomplished DA:Cr2.1.II**	**HS Advanced DA:Cr2.1.III**	
Plan		a. Improvise dance that has a beginning, middle, and end.	a. Improvise a series of movements that have a beginning, middle, and end, and describe movement choices.	a. Improvise a dance phrase with a beginning, a middle that has a main idea, and a clear end.	a. Identify and experiment with choreographic devices to create simple movement patterns and dance structures (for example, AB, ABA, theme and development).	a. Manipulate or modify choreographic devices to expand movement possibilities and create a variety of movement patterns and structures. Discuss movement choices.	a. Manipulate or modify a variety of choreographic devices to expand choreographic possibilities and develop a main idea. Explain reasons for movement choices.	a. Explore choreographic devices and dance structures to develop a dance study that supports an artistic intent. Explain the goal or purpose of the dance.	a. Use a variety of choreographic devices and dance structures to develop a dance study with a clear artistic intent. Articulate reasons for movement and structural choices.	a. Collaborate to select and apply a variety of choreographic devices and dance structures to choreograph an original dance study or dance with a clear artistic intent. Articulate the group process for making movement and structural choices.	a. Collaborate to design a dance using choreographic devices and dance structures to support an artistic intent. Explain how the dance structures clarify the artistic intent.	a. Work individually and collaboratively to design and implement a variety of choreographic devices and dance structures to develop original dances. Analyze how the structure and final composition informs the artistic intent.	a. Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify artistic intent.	Plan
		b. Express an idea, feeling, or image, through improvised movement moving alone or with a partner.	b. Choose movements that express an idea or emotion, or follow a musical phrase.	b. Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices.	b. Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.	b. Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the movement choices.	b. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally.	b. Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Based on the criteria, evaluate why some movements are more or less effective than others.	b. Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Articulate how the artistic criteria serve to communicate the meaning of the dance.	b. Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. Discuss how the criteria clarify or intensify the meaning of the dance.	b. Develop an artistic statement for an original dance study or dance. Discuss how the use of movement elements, choreographic devices and dance structures serve to communicate the artistic statement.	b. Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement	b. Construct an artistic statement that communicates a personal, cultural and artistic perspective.	

Creating	**Anchor Standard 3: Refine and complete artistic work.** **Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.** **Essential Question(s): How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?**													Creating
		Kindergarten DA:Cr3.1.K	**1st DA:Cr3.1.1**	**2nd DA:Cr3.1.2**	**3rd DA:Cr3.1.3**	**4th DA:Cr3.1.4**	**5th DA:Cr3.1.5**	**6th DA:Cr3.1.6**	**7th DA:Cr3.1.7**	**8th DA:Cr3.1.8**	**HS Proficient DA:Cr3.1.I**	**HS Accomplished DA:Cr3.1.II**	**HS Advanced DA:Cr3.1.III**	
Revise		a. Apply suggestions for changing movement through guided improvisational experiences.	a. Explore suggestions to change movement from guided improvisation and/or short remembered sequences.	a. Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.	a. Revise movement choices in response to feedback to improve a short dance study. Describe the differences the changes made in the movements.	a. Revise movement based on peer feedback and selfreflection to improve communication of artistic intent in a short dance study. Explain choices made in the process.	a. Explore through movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. Explain the movement choices and refinements.	a. Revise dance compositions using collaboratively developed artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent.	a. Evaluate possible revisions of dance compositions and, if necessary, consider revisions of artistic criteria based on self-reflection and feedback of others. Explain reasons for choices and how they clarify artistic intent.	a. Revise choreography collaboratively or independently based on artistic criteria, selfreflection, and the feedback of others. Articulate the reasons for choices and revisions and explain how they clarify and enhance the artistic intent.	a. Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.	a. Clarify the artistic intent of a dance by refining choreographic devices and dance structures, collaboratively or independently using established artistic criteria, selfreflection and the feedback of others. Analyze and evaluate impact of choices made in the revision process.	a. Clarify the artistic intent of a dance by manipulating and refining choreographic devices, dance structures, and artistic criteria using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent.	Revise
		b. Depict a dance movement by drawing a picture or using a symbol.	b. Depict several different types of movements of a dance by drawing a picture or using a symbol (for example, jump, turn, slide, bend, reach).	b. Depict the levels of movements in a variety of dance movements by drawing a picture or using symbols (for example, high, middle, low).	b. Depict directions or spatial pathways in a dance phrase by drawing a picture map or using a symbol.	b. Depict the relationships between two or more dancers in a dance phrase by drawing a picture or using symbols (for example, next to, above, below, behind, in front of).	b. Record changes in a dance sequence through writing, symbols, or a form of media technology.	b. Explore or invent a system to record a dance sequence through writing, symbols, or a form of media technology.	b. Investigate a recognized system to document a dance sequence by using words, symbols, or media technologies.	b. Experiment with aspects of a recognized system to document a section of a dance by using words, symbols, or media technologies.	b. Compare recognized systems to document a section of a dance using writing, symbols, or media technologies.	b. Develop a strategy to record a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).	b. Document a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).	

Dance

Performing

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Enduring Understanding: Space, time, and energy are basic elements of dance.
Essential Question(s): How do dancers work with space, time and energy to communicate artistic expression?

Express

	Kindergarten DA:Pr4.1.K	1st DA:Pr4.1.1	2nd DA:Pr4.1.2	3rd DA:Pr4.1.3	4th DA:Pr4.1.4	5th DA:Pr4.1.5	6th DA:Pr4.1.6	7th DA:Pr4.1.7	8th DA:Pr4.1.8	HS Proficient DA:Pr4.1.I	HS Accomplished DA:Pr4.1.II	HS Advanced DA:Pr4.1.III
	a. Make still and moving body shapes that show lines (for example, straight, bent, and curved), changes levels, and vary in size (large/small). Join with others to make a circle formation and work with others to change its dimensions.	a. Demonstrate locomotor and nonlocomotor movements that change body shapes, levels, and facings. Move in straight, curved, and zigzagged pathways. Find and return to place in space. Move with others to form straight lines and circles.	a. Demonstrate clear directionality and intent when performing locomotor and nonlocomotor movements that change body shapes, facings, and pathways in space. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts. Differentiate between circling and turning as two separate ways of continuous directional change.	a. Judge spaces as distance traveled and use space threedimensionally. Demonstrate shapes with positive and negative space. Perform movement sequences in and through space with intentionality and focus.	a. Make static and dynamic shapes with positive and negative space. Perform elevated shapes (jump shapes) with soft landings and movement sequences alone and with others, establishing relationships with other dancers through focus of eyes.	a. Integrate static and dynamic shapes and floor and air pathways into dance sequences. Establish relationships with other dancers through focus of eyes and other body parts. Convert inward focus to outward focus for projecting out to far space.	a. Refine partner and ensemble skills in the ability to judge distance and spatial design. Establish diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space.	a. Expand movement vocabulary of floor and air pattern designs. Incorporate and modify body designs from different dance genres and styles for the purpose of expanding movement vocabulary to include differently designed shapes and movements for interest and contrast.	a. Sculpt the body in space and design body shapes in relation to other dancers, objects, and environment. Use focus of eyes during complex floor and air patterns or direct and indirect pathways.	a. Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.	a. Dance alone and with others with spatial intention. Expand partner and ensemble skills to greater ranges and skill level. Execute complex floor and air sequences with others while maintaining relationships through focus and intentionality.	a. Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.
.	b. Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.	b. Relate quick, moderate and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beat.	b. Identify the length of time a move or phrase takes (for example, whether it is long or short). Identify and move on the downbeat in duple and triple meter. Correlate metric phrasing with movement phrasing.	b. Fulfill specified duration of time with improvised locomotor and nonlocomotor movements. Differentiate between "in time" and "out of time" to music. Perform movements that are the same or of a different time orientation to accompaniment. Use metric and kinesthetic phrasing.	b. Accompany other dancers using a variety of percussive instruments and sounds. Respond in movement to even and uneven rhythms. Recognize and respond to tempo changes as they occur in dance and music.	b. Dance to a variety of rhythms generated from internal and external sources. Perform movement phrases that show the ability to respond to changes in time.	b. Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance work. Accurately use accented and unaccented beats in 3/4 and 4/4 meter.	b. Vary durational approach in dance phrasing by using timing accents and variations within a phrase to add interest kinesthetically, rhythmically, and visually.	b. Analyze and select metric, kinetic, and breath phrasing and apply appropriately to dance phrases. Perform dance phrases of different lengths that use various timings within the same section. Use different tempi in different body parts at the same time.	b. Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.	b. Perform dance studies and compositions that use time and tempo in unpredictable ways. Use internal rhythms and kinetics as phrasing tools. Dance "in the moment."	b. Modulate time factors for artistic interest and expressive acuity. Demonstrate time complexity in phrasing with and without musical accompaniment. Use multiple and complex rhythms (for example, contrapuntal and/or polyrhythmic) at the same time. Work with and against rhythm of accompaniment or sound environments.

		c. Identify and apply different characteristics to movements (for example, slow, smooth, or wavy).	c. Demonstrate movement characteristics along with movement vocabulary (for example, use adverbs and adjectives that apply to movement such as a bouncy leap, a floppy fall, a jolly jump, and joyful spin).	c. Select and apply appropriate characteristics to movements (for example, selecting specific adverbs and adjectives and apply them to movements). Demonstrate kinesthetic awareness while dancing the movement characteristics.	c. Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent.	c. Analyze movements and phrases for use of energy and dynamic changes and use adverbs and adjectives to describe them. Based on the analysis, refine the phrases by incorporating a range of movement characteristics.	c. Contrast bound and free-flowing movements. Motivate movement from both central initiation (torso) and peripheral initiation (distal) and analyze the relationship between initiation and energy.	c. Use the internal body force created by varying tensions within one's musculature for movement initiation and dynamic expression. Distinguish between bound and freeflowing movements and appropriately apply them to technique exercises and dance phrases.	c. Compare and contrast movement characteristics from a variety of dance genres or styles. Discuss specific characteristics and use adverbs and adjectives to describe them. Determine what dancers must do to perform them clearly.	c. Direct energy and dynamics in such a way that movement is textured. Incorporate energy and dynamics to technique exercises and dance performance. Use energy and dynamics to enhance and project movements.	c. Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.	c. Initiate movement phrases by applying energy and dynamics. Vary energy and dynamics over the length of a phrase and transition smoothly out of the phrase and into the next phrase, paying close attention to its movement initiation and energy.	c. Modulate dynamics to clearly express intent while performing dance phrases and choreography. Perform movement sequences expressively using a broad dynamic range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.	
Performing	**Anchor Standard 5: Develop and refine artistic techniques and work for presentation.** **Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.** **Essential Question(s): What must a dancer do to prepare the mind and body for artistic expression?**													Performing
		Kindergarten DA:Pr5.1.K	**1st DA:Pr5.1.1**	**2nd DA:Pr5.1.2**	**3rd DA:Pr5.1.3**	**4th DA:Pr5.1.4**	**5th DA:Pr5.1.5**	**6th DA:Pr5.1.6**	**7th DA:Pr5.1.7**	**8th DA:Pr5.1.8**	**HS Proficient DA:Pr5.1.I**	**HS Accomplished DA:Pr5.1.II**	**HS Advanced DA:Pr5.1.III**	
Embody		a. Demonstrate sameside and cross-body locomotor and nonlocomotor movements, body patterning movements, and body shapes.	a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, and directionality.	a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways.	a. Replicate body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support.	a. Demonstrate fundamental dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness) and movement qualities when replicating and recalling patterns and sequences of locomotor and nonlocomotor movements.	a. Recall and execute a series of dance phrases using fundamental dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement).	a. Embody technical dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement) to accurately execute changes of direction, levels, facings, pathways, elevations and landings, extensions of limbs, and movement transitions.	a. Apply body-use strategies to accommodate physical maturational development to technical dance skills (for example, functional alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement, weight shifts, flexibility/range of motion).	a. Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases.	a. Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography.	a. Dance with sensibility toward other dancers while executing complex spatial, rhythmic and dynamic sequences to meet performance goals.	a. Apply body-mind principles to technical dance skills in complex choreography when performing solo, partnering, or dancing in ensemble works in a variety of dance genres and styles. Self-evaluate performances and discuss and analyze performance ability with others.	Embody
		b. Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.	b. Move safely in general space through a range of activities and group formations while maintaining personal space.	b. Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space.	b. Adjust body-use to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs.	b. Execute techniques that extend movement range, build strength, and develop endurance. Explain the relationship between execution of technique, safe body-use, and healthful nutrition.	b. Demonstrate safe body-use practices during technical exercises and movement combinations. Discuss how these practices, along with healthful eating habits, promote strength, flexibility, endurance and injury prevention.	b. Apply basic anatomical knowledge, proprioceptive feedback, spatial awareness, and nutrition to promote safe and healthful strategies when warming up and dancing.	b. Utilize healthful practices and sound nutrition in dance activities and everyday life. Discuss benefits of practices and how choices enhance performance.	b. Evaluate personal healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss choices made, the effects experienced, and methods for improvement.	b. Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals.	b. Apply anatomical principles and healthful practices to a range of technical dance skills for achieving fluency of movement. Follow a personal nutrition plan that supports health for everyday life.	b. Research healthful and safe practices for dancers and modify personal practice based on findings. Discuss how-research informs practice.	

		c. Move body parts in relation to other body parts and repeat and recall movements upon request.	c. Modify movements and spatial arrangements upon request.	c. Repeat movements, with an awareness of self and others in space. Selfadjust and modify movements or placement upon request.	c. Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and selfcheck to improve dance skills	c. Coordinate phrases and timing with other dancers by cueing off each other and responding to stimuli cues (for example, music, text, or lighting). Reflect on feedback from others to inform personal dance performance goals.	c. Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals.	c. Collaborate as an ensemble to refine dances by identifying what works and does not work in executing complex patterns, sequences, and formations. Solve movement problems to dances by testing options and finding good results. Document self-improvements over time	c. Collaborate with peers to practice and refine dances. Develop group performance expectations through observation and analyses (for example, view live or recorded professional dancers and collaboratively develop group performance expectations based on information gained from observations).	c. Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. Articulate personal performance goals and practice to reach goals. Document personal improvement over time (for example, journaling, portfolio, or timeline).	c. Collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others (for example, use video recordings of practice to analyze the difference between the way movements look and how they feel to match performance with visual affect). Articulate performance goals and justify reasons for selecting particular practice strategies.	c. Plan and execute collaborative and independent practice and rehearsal processes with attention to technique and artistry informed by personal performance goals. Reflect on personal achievements.	c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence.	

Performing

Anchor Standard 6: Convey meaning through the presentation of artistic work.
Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.
Essential Question(s): How does a dancer heighten artistry in a public performance?

		Kindergarten DA:Pr6.1.K	1st DA:Pr6.1.1	2nd DA:Pr6.1.2	3rd DA:Pr6.1.3	4th DA:Pr6.1.4	5th DA:Pr6.1.5	6th DA:Pr6.1.6	7th DA:Pr6.1.7	8th DA:Pr6.1.8	HS Proficient DA:Pr6.1.I	HS Accomplished DA:Pr6.1.II	HS Advanced DA:Pr6.1.III
Present		a. Dance for and with others in a designated space.	a. Dance for others in a space where audience and performers occupy different areas.	a. Dance for and with others in a space where audience and performers occupy different areas.	a. Identify the main areas of a performance space using production terminology (for example, stage right, stage left, center stage, upstage, and downstage).	a. Consider how to establish a formal performance space from an informal setting (for example, gymnasium or grassy area).	a. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.	a. Recognize needs and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Postperformance, accept notes from choreographer and make corrections as needed and apply to future performances.	a. Recommend changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Maintain journal documenting these efforts. Postperformance, accept notes from choreographer and apply corrections to future performances.	a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Use performance etiquette and performance practices during class, rehearsal and performance. Document efforts and create a plan for ongoing improvements. Postperformance, accept notes from choreographer and apply corrections to future performances.	a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Postperformance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology.	a. • Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Implement performance strategies to enhance projection. Postperformance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology.	a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Enhance performance using a broad repertoire of strategies for dynamic projection. Develop a professional portfolio (resume, head shot, etc.) that documents the rehearsal and performance process with fluency in professional dance terminology and production terminology.
		b. Select a prop to use as part of a dance.	b. Explore the use of simple props to enhance performance.	b. Use limited production elements (for example, hand props, simple scenery, or media projections).	b. Explore simple production elements (costumes, props, music, scenery, lighting, or media) for a dance performed for an audience in a designated specific performance space.	b. Identify, explore, and experiment with a variety of production elements to heighten the artistic intent and audience experience.	b. Identify, explore, and select production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.	b. Compare and contrast a variety of possible production elements that would intensify and heighten the artistic intent of the work. Select choices and explain reasons for the decisions made using production terminology.	b. Explore possibilities of producing dance in a variety of venues or for different audiences and, using production terminology, explain how the production elements would be handled in different situations.	b. Collaborate to design and execute production elements that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences. Explain reasons for choices using production terminology.	b. Evaluate possible designs for the production elements of a performance and select and execute the ideas that would intensify and heighten the artistic intent of the dances.	terminology. b. Work collaboratively to produce a dance concert on a stage or in an alternative performance venue and plan the production elements that would be necessary to fulfill the artistic intent of the dance works.	b. Work collaboratively to produce dance concerts in a variety of venues and design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works in each of the venues.

Dance

Responding

Anchor Standard 7: Perceive and analyze artistic work
Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.
Essential Question(s): How is a dance understood?

Analyze

	Kindergarten DA:Re.7.1.K	1st DA:Re.7.1.1	2nd DA:Re.7.1.2	3rd DA:Re.7.1.3	4th DA:Re.7.1.4	5th DA:Re.7.1.5	6th DA:Re.7.1.6	7th DA:Re.7.1.7	8th DA:Re.7.1.8	HS Proficient DA:Re.7.1.I	HS Accomplished DA:Re.7.1.II	HS Advanced DA:Re.7.1.III
	a. Find a movement that repeats in a dance.	a. Find a movement that repeats in a dance to make a pattern.	a. Find movements in a dance that develop a pattern.	a. Find a movement pattern that creates a movement phrase in a dance work	a. Find patterns of movement in dance works that create a style or theme.	a. Find meaning or artistic intent from the patterns of movement in a dance work.	a. Describe or demonstrate recurring patterns of movement and their relationships in dance.	a. Compare, contrast, and discuss patterns of movement and their relationships in dance.	a. Describe, demonstrate and discuss patterns of movement and their relationships in dance in context of artistic intent.	a. Analyze recurring patterns of movement and their relationships in dance in context of artistic intent.	a. Analyze dance works and provide examples of recurring patterns of movement and their relationships that create structure and meaning in dance.	a. Analyze dance works from a variety of dance genres and styles and explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography.
	b. Demonstrate or describe observed or performed dance movements	b. Demonstrate and describe observed or performed dance movements from a specific genre or culture	b. Demonstrate and describe movements in dances from different genres or cultures.	b. Demonstrate and explain how one dance genre is different from another, or how one cultural movement practice is different from another.	b. Demonstrate and explain how dance styles differ within a genre or within a cultural movement practice.	b. Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own cultural movement practice. Compare them to the qualities and characteristics of style found in a different dance genre, style, or cultural movement practice, also using basic dance terminology.	b. Explain how the elements of dance are used in a variety of dance genres, styles, or cultural movement practices. Use genre-specific dance terminology.	b. Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices. Use genrespecific dance terminology.	b. Explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genrespecific dance terminology.	b. Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genrespecific dance terminology	b. Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.	b. Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices. Use genrespecific dance terminology

Responding	**Anchor Standard 8: Interpret intent and meaning in artistic work.** **Enduring Understanding: Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.** **Essential Question(s): How is dance interpreted?**													Responding
		Kindergarten DA:Re8.1.K	**1st DA:Re8.1.1**	**2nd DA:Re8.1.2**	**3rd DA:Re8.1.3**	**4th DA:Re8.1.4**	**5th DA:Re8.1.5**	**6th DA:Re8.1.6**	**7th DA:Re8.1.7**	**8th DA:Re8.1.8**	**HS Proficient DA:Re8.1.I**	**HS Accomplished DA:Re8.1.II**	**HS Advanced DA:Re8.1.III**	
Interpret		a. Observe movement and describe it using simple dance terminology.	a. Select movements from a dance that suggest ideas and explain how the movement captures the idea using simple dance terminology.	a. Use context cues from movement to identify meaning and intent in a dance using simple dance terminology.	a. Select specific context cues from movement. Explain how they relate to the main idea of the dance using basic dance terminology.	a. Relate movements, ideas, and context to decipher meaning in a dance using basic dance terminology.	a. Interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.	a. Explain how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, dance structure, and context. Explain how these communicate the intent of the dance using genre specific dance terminology.	a. Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance, use of body, dance technique, and context. Use genre specific dance terminology.	a. Select a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context. Cite evidence in the dance to support your interpretation using genre specific dance terminology.	a. Select and compare different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support intent using genre specific dance terminology.	a. Analyze and discuss how the elements of dance, execution of dance movement principles, and context contribute to artistic expression. Use genre specific dance terminology.	a. Analyze and interpret how the elements of dance, execution of dance movement principles, and context contribute to artistic expression across different genres, styles, or cultural movement practices. Use genre specific dance terminology.	Interpret

Responding	**Anchor Standard 9: Apply criteria to evaluate artistic work.** **Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.** **Essential Question(s): What criteria are used to evaluate dance?**													Responding
		Kindergarten DA:Re9.1.K	**1st DA:Re9.1.1**	**2nd DA:Re9.1.2**	**3rd DA:Re9.1.3**	**4th DA:Re9.1.4**	**5th DA:Re9.1.5**	**6th DA:Re9.1.6**	**7th DA:Re9.1.7**	**8th DA:Re9.1.8**	**HS Proficient DA:Re9.1.I**	**HS Accomplished DA:Re9.1.II**	**HS Advanced DA:Re9.1.III**	
Critique	.	a. Find a movement that was noticed in a dance. Demonstrate the movement that was noticed and explain why it attracted attention.	a. Identify and demonstrate several movements in a dance that attracted attention. Describe the characteristics that make the movements interesting and talk about why they were chosen.	a. Observe or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dances that make the dances work well, and explain why they work. Use simple dance terminology.	a. Select dance movements from specific genres, styles, or cultures. Identify characteristic movements from these dances and describe in basic dance terminology ways in which they are alike and different.	a. Discuss and demonstrate the characteristics that make a dance artistic and apply those characteristics to dances observed or performed in a specific genre, style, or cultural movement practice. Use basic dance terminology.	a. Define the characteristics of dance that make a dance artistic and meaningful. Relate them to the elements of dance in genres, styles, or cultural movement practices. Use basic dance terminology to describe characteristics that make a dance artistic and meaningful.	a. Discuss the characteristics and artistic intent of a dance from a genre, style, or cultural movement practice and develop artistic criteria to critique the dance using genre-specific dance terminology.	a. Compare artistic intent, content and context from dances to examine the characteristics of genre, style, or cultural movement practice. Based on the comparison, refine artistic criteria using genre specific dance terminology.	a. Use artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.	a. Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.	a. Compare and contrast two or more dances using evaluative criteria to critique artistic expression. Consider societal values and a range of perspectives. Use genre-specific dance terminology.	a. Define personal artistic preferences to critique dance. Consider societal and personal values, and a range of artistic expression. Discuss perspectives with peers and justify views.	Critique

Dance

Connecting

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.
Essential Question(s): How does dance deepen our understanding of ourselves, other knowledge, and events around us?

	Kindergarten DA:Cn10.1.K	1st DA:Cn10.1.1	2nd DA:Cn10.1.2	3rd DA:Cn10.1.3	4th DA:Cn10.1.4	5th DA:Cn10.1.5	6th DA:Cn10.1.6	7th DA:Cn10.1.7	8th DA:Cn10.1.8	HS Proficient DA:Cn10.1.I	HS Accomplished DA:Cn10.1.II	HS Advanced DA:Cn10.1.III
Synthesize	a. Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience.	a. Find an experience expressed or portrayed in a dance that relates to a familiar experience. Identify the movements that communicate this experience.	a. Describe, create, and/or perform a dance that expresses personal meaning and explain how certain movements express this personal meaning.	a. Compare the relationships expressed in a dance to relationships with others. Explain how they are the same or different.	a. Relate the main idea or content in a dance to other experiences. Explain how the main idea of a dance is similar to or different from one's own experiences, relationships, ideas or perspectives.	a. Compare two dances with contrasting themes. Discuss feelings and ideas evoked by each. Describe how the themes and movements relate to points of view and experiences.	a. Observe the movement characteristics or qualities observed in a specific dance genre. Describe differences and similarities about what was observed to one's attitudes and movement preferences.	a. Compare and contrast the movement characteristics or qualities found in a variety of dance genres. Discuss how the movement characteristics or qualities differ from one's own movement characteristics or qualities and how different perspectives are communicated.	a. Relate connections found between different dances and discuss the relevance of the connections to the development of one's personal perspectives.	a. Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide evidence to support one's analysis.	a. Analyze a dance that is related to content learned in other subjects and research its context. Synthesize information learned and share new ideas about its impact on one's perspective.	a. Review original choreography developed over time with respect to its content and context and its relationship to personal perspectives. Reflect on and analyze the variables that contributed to changes in one's personal growth.
	b. Observe a work of visual art. Describe and then express through movement something of interest about the artwork, and ask questions for discussion concerning the artwork.	b. Observe illustrations from a story. Discuss observations and identify ideas for dance movement and demonstrate the big ideas of the story.	b. Respond to a dance work using an inquiry-based set of questions (for example, See, Think, Wonder). Create movement using ideas from responses and explain how certain movements express a specific idea.	b. Ask and research a question about a key aspect of a dance that communicates a perspective about an issue or event. Explore the key aspect through movement. Share movements and describe how the movements help to remember or discover new qualities in these key aspects. Communicate the new learning in oral, written, or movement form.	b. Develop and research a question relating to a topic of study in school using multiple sources of references. Select key aspects about the topic and choreograph movements that communicate the information. Discuss what was learned from creating the dance and describe how the topic might be communicated using another form of expression.	b. Choose a topic, concept, or content from another discipline of study and research how other art forms have expressed the topic. Create a dance study that expresses the idea. Explain how the dance study expressed the idea and discuss how this learning process is similar to, or different from, other learning situations.	b. Conduct research using a variety of resources to find information about a social issue of great interest. Use the information to create a dance study that expresses a specific point of view on the topic. Discuss whether the experience of creating and sharing the dance reinforces personal views or offers new knowledge and perspectives.	b. Research the historical development of a dance genre or style. Use knowledge gained from the research to create a dance study that evokes the essence of the style or genre. Share the study with peers as part of a lecture demonstration that tells the story of the historical journey of the chosen genre or style. Document the process of research and application.	b. Investigate two contrasting topics using a variety of research methods. Identify and organize ideas to create representative movement phrases. Create a dance study exploring the contrasting ideas. Discuss how the research informed the choreographic process and deepens understanding of the topics.	b. Collaboratively identify a dance related question or problem. Conduct research through interview, research database, text, media, or movement. Analyze and apply information gathered by creating a group dance that answers the question posed. Discuss how the dance communicates new perspectives or realizations. Compare orally and in writing the process used in choreography to that of other creative, academic, or scientific procedures.	b. Use established research methods and techniques to investigate a topic. Collaborate with others to identify questions and solve movement problems that pertain to the topic. Create and perform a piece of choreography. Discuss orally or in writing the insights relating to knowledge gained through the research process, the synergy of collaboration, and the transfer of learning from this project to other learning situations.	b. Investigate various dance related careers through a variety of research methods and techniques. Select those careers of most interest. Develop and implement a Capstone Project that reflects a possible career choice.

Connecting

Synthesize

Connecting	**Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding** **Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.** **Essential Question(s): How does knowing about societal, cultural, historical and community experiences expand dance literacy?**													Connecting
		Kindergarten	**1st**	**2nd**	**3rd**	**4th**	**5th**	**6th**	**7th**	**8th**	**HS Proficient**	**HS Accomplished**	**HS A**	
		DA:Cn11.1.K	**DA:Cn11.1.1**	**DA:Cn11.1.2**	**DA:Cn11.1.3**	**DA:Cn11.1.4**	**DA:Cn11.1.5**	**DA:Cn11.1.6**	**DA:Cn11.1.7**	**DA:Cn11.1.8**	**DA:Cn11.1.I**	**DA:Cn11.1.II**	**DA:C**	
Relate		a. Describe or demonstrate the movements in a dance that was watched or performed.	a. Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced.	a. Observe a dance and relate the movement to the people or environment in which the dance was created and performed.	a. Find a relationship between movement in a dance from a culture, society, or community and the culture from which the dance is derived. Explain what the movements communicate about key aspects of the culture, society, or community.	a. Select and describe movements in a specific genre or style and explain how the movements relate to the culture, society, historical period, or community from which the dance originated.	a. Describe how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.	a. Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/or community purpose or meaning.	a. Compare, contrast, and discuss dances performed by people in various localities or communities. Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each social group.	a. Analyze and discuss, how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.	a. Analyze and discuss dances from selected genres or styles and/or historical time periods, and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate	a. Analyze dances from several genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate.	a. Analyze dances from several genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate, and how the analysis has expanded one's dance literacy.	Relate

Idaho State Interdisciplinary Humanities Standards
Grades 9-12

Definition	The Interdisciplinary Humanities course is a pathway for learners to discover and understand the human experience through a balanced and integrated combination of the arts and/or humanities with inclusion of **two or more** of the following content areas: architecture, philosophy, literature, world religions, visual and media arts, music, dance, theater, history and world languages.
Purpose	In order to prepare students both to appreciate and apply the role of the arts and humanities in critical thinking and creative problem solving, an interdisciplinary humanities course will explore the human experience through the analysis and interpretation of themes, issues, and/or movements. The Interdisciplinary Humanities course will encourage students to become lifelong explorers who discover their connectedness to the records of lived experiences outside of their own individual social and cultural context. Through the creation/interpretation/communication of an original work and through the performance/presentation/production of that work, students are able to gain new perspectives.
Design	The Interdisciplinary Humanities course should provide a well-rounded, thematic hands-on experience. The course is intended to integrate content from **two or more** arts and humanities disciplines. This course must be built upon the following five anchor standards: connect and compare, respond, create, present, and reflect. The standards for the Interdisciplinary Humanities course do not provide discipline content; the content should be derived from the selected disciplines.

STANDARDS

ANCHOR STANDARD 1		
Connect and Compare	**Anchor Standard 1**: Connect and compare ideas, diverse cultures, and events through two or more disciplines. **Enduring Understanding:** Sources of inspiration are transformed into works that express the human experience. **Essential Question(s):** What inspires people or cultures to create? What connections and comparisons between ideas, cultures, and events can be made? What is the relationship of a work to its time/culture?	
Goal CC1	Understand the interdisciplinary relationships of ideas, cultures, and events.	
	Objective CC1.1	Develop a working vocabulary for the disciplines of study.
	Objective CC1.2	Identify and articulate how a work expresses the human experience.
Goal CC2	Identify the relationship between two or more works/disciplines and how the historical contexts of ideas, cultures, and events are represented.	
	Objective CC2.1	Identify, in context, events and people influential in the development of historical events, movements, themes, and cultures.
	Objective CC2.2	Explain how an artifact or work symbolizes and reflects a particular culture, event, theme, movement, or time period.
Goal CC3	Understand how the human experience is represented through the arts and humanities	
	Objective CC3.1	Identify the ways in which the structure of an art or discipline mirrors or portrays the values of society.
	Objective CC3.2	Evaluate original works and how they represent a historical event, theme, movement, and/or culture.

ANCHOR STANDARD 2		
Respond	**Anchor Standard 2:** Respond to universal themes, issues, and/or movements that express the human experience. **Enduring Understanding:** Human experience repeats itself. **Essential Questions(s):** How do themes, issues, and/or movements shape the human experience? How do we learn from the human experience?	
Goal RES1	Conduct analyses in the arts and humanities disciplines.	
	Objective RES1.1	Summarize how the human experience is expressed through the arts and humanities.
	Objective RES1.2	Interpret content knowledge from multiple perspectives and/or sources.
	Objective RES1.3	Discover how key themes, issues, and/or movements are conveyed through the arts and humanities.
ANCHOR STANDARD 3		
Create	**Anchor Standard 3:** Create original works or unique interpretations that demonstrate knowledge of themes, issues, and/or movements that express the human experience. **Enduring Understanding:** Through the creative process, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. **Essential Question(s):** How does creating enrich people's lives? How do people contribute to awareness and understanding of their lives and the lives of their communities through the creative process? What role does persistence play in the creative process?	
Goal CR1	Communicate in the arts and humanities disciplines through creative expression	
	Objective CR1.1	Express, through means other than expository writing, an understanding and appreciation of the arts and humanities.
	Objective CR1.2	Engage in collaborative learning to foster the creative process.
	Objective CR1.3	Create an original product that interprets and/or investigates themes, issues, and/or movements.
	Objective CR1.4	Revise, refine and develop an original work.

ANCHOR STANDARD 4		
Present	**Anchor Standard 4:** Convey meaning through the presentation/performance/production of an original work or unique interpretation of a work. **Enduring Understanding:** Connections between multiple disciplines are visible through the presentation/performance of original works. **Essential Question(s):** How does sharing original work deepen interdisciplinary understanding of ourselves and the human experience? How do we select the best method of performance/presentation/production to convey meaning?	
Goal PR1	Perform/present/produce an original work or interpretation of a work for an audience.	
	Objective PR1.1	Combine knowledge and understanding from two or more disciplines to present/perform their original or interpreted works for an audience.
	Objective PR1.2	Convey meaning through their presentation/performance.
Goal PR2	Justify choices made in creating or interpreting a work.	
	Objective PR2.1	Apply knowledge and understanding from two or more disciplines to justify choices in the creation/interpretation of works.
	Objective PR2.2	Engage in constructive critique with peers.
ANCHOR STANDARD 5		
Reflect	**Anchor Standard 5:** Reflect on the process of creating/interpreting/presenting a work. **Enduring Understanding:** Reflection on the creative process deepens understanding of the content and the creator. **Essential Question(s):** How is the quality of a performance/presentation/production determined? When does the creator know that a work is finished? How do the arts and humanities enhance and empower our lives?	
Goal REF1	Evaluate one's own work and the works of others as reflections of the themes, issues, and/or movements addressed in the course.	
	Objective REF1.1	Utilize and apply a set of aesthetic criteria in evaluating the quality of one's own work and works of others.
	Objective REF1.2	Respond to critique and criteria to revise or justify one's own work.
Goal REF2	Reflect upon the potential of the arts and humanities to enhance and expand one's worldview.	

Media Arts

Creating

Anchor Standard 1: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.
Essential Question(s): How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

	Kindergarten (MA:Cr1.1.1)	1st (MA:Cr1.1.2)	2nd (MA:Cr1.1.3)	3rd (MA:Cr1.1.4)	4th (MA:Cr1.1.5)	5th (MA:Cr1.1.6)	6th (MA:Cr1.1.7)	7th (MA:Cr1.1.8)	8th (MA:Cr1.1.I)	HS Proficient (MA:Cr1.1.II)	HS Accomplished (MA:Cr1.1.III)	HS Advanced
Conceive	Discover and share ideas for media artworks using play and experimentation.	Express and share ideas for media artworks through sketching and modeling.	Discover multiple ideas for media artworks through brainstorming and improvising.	Develop multiple ideas for media artworks using a variety of tools, methods and/or materials.	Conceive of original artistic goals for media artworks using a variety of creative methods, such as brainstorming and modeling.	Envision original ideas and innovations for media artworks using personal experiences and/or the work of others.	Formulate variations of goals and solutions for media artworks by practicing chosen creative processes, such as sketching, improvising and brainstorming.	Produce a variety of ideas and solutions for media artworks through application of chosen inventive processes, such as concept modeling and prototyping.	Generate ideas, goals, and solutions for original media artworks through application of focused creative processes, such as divergent thinking and experimenting.	Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.	Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in media arts creation processes.	Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations in media arts creation processes.

Creating

Anchor Standard 2: Organize and develop artistic ideas and work.
Enduring Understanding: Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.
Essential Question(s): How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

	Kindergarten (MA:Cr2.1.K)	1st (MA:Cr2.1.1)	2nd (MA:Cr2.1.2)	3rd (MA:Cr2.1.3)	4th (MA:Cr2.1.4)	5th (MA:Cr2.1.5)	6th (MA:Cr2.1.6)	7th (MA:Cr2.1.7)	8th (MA:Cr2.1.8)	HS Proficient (MA:Cr2.1.I)	HS Accomplished (MA:Cr2.1.II)	HS Advanced (MA:Cr2.1.III)
Develop	With guidance, use ideas to form plans or models for media arts productions.	With guidance, use identified ideas to form plans and models for media arts productions.	Choose ideas to create plans and models for media arts productions.	Form, share, and test ideas, plans, and models to prepare for media arts productions.	Discuss, test, and assemble ideas, plans, and models for media arts productions, considering the artistic goals and the presentation.	Develop, present, and test ideas, plans, models, and proposals for media arts productions, considering the artistic goals and audience.	Organize, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering purposeful intent.	Design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources.	Structure and critique ideas, plans, prototypes, and production processes for media arts productions, considering intent, resources, and the presentation context.	Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.	Apply a personal aesthetic in designing, testing, and refining original artistic ideas, prototypes, and production strategies for media arts productions, considering artistic intentions, constraints of resources, and presentation context.	Integrate a sophisticated personal aesthetic and knowledge of systems processes in forming, testing, and proposing original artistic ideas, prototypes, and production frameworks, considering complex constraints of goals, time, resources, and personal limitations.

Creating	Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks. Essential Question(s): What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?													Creating
		Kindergarten (MA:Cr3.1.K)	1st (MA:Cr3.1.1)	2nd (MA:Cr3.1.2)	3rd (MA:Cr3.1.3)	4th (MA:Cr3.1.4)	5th (MA:Cr3.1.5)	6th (MA:Cr3.1.6)	7th (MA:Cr3.1.7)	8th (MA:Cr3.1.8)	HS Proficient (MA:Cr3.1.I)	HS Accomplished (MA:Cr3.1.II)	HS Advanced (MA:Cr3.1.III)	
Construct		a. Form and capture media arts content for expression and meaning in media arts productions.	a. Create, capture, and assemble media arts content for media arts productions, identifying basic principles, such as pattern and repetition.	a. Construct and assemble content for unified media arts productions, identifying and applying basic principles, such as positioning and attention.	a. Construct and order various content into unified, purposeful media arts productions, describing and applying a defined set of principles, such as movement and force.	a. Structure and arrange various content and components to convey purpose and meaning in different media arts productions, applying sets of associated principles, such as balance and contrast.	a. Create content and combine components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated principles, such as emphasis and exaggeration.	a. Experiment with multiple approaches to produce content and components for determined purpose and meaning in media arts productions, utilizing a range of associated principles, such as point of view and perspective.	a. Coordinate production processes to integrate content and components for determined purpose and meaning in media arts productions, demonstrating understanding of associated principles, such as narrative structures and composition.	a. Implement production processes to integrate content and stylistic conventions for determined meaning in media arts productions, demonstrating understanding of associated principles, such as theme and unity.	a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone.	a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles, such as continuity and juxtaposition.	a. Synthesize content, processes, and components to express compelling purpose, story, emotion, or ideas in complex media arts productions, demonstrating mastery of associated principles, such as hybridization.	Construct
	.	b. Make changes to the content, form, or presentation of media artworks and share results.	b. Practice and identify the effects of making changes to the content, form, or presentation, in order to refine and finish media artworks.	b. Test and describe expressive effects in altering, refining, and completing media artworks.	b. Practice and analyze how the emphasis of elements alters effect and purpose in refining and completing media artworks.	b. Demonstrate intentional effect in refining media artworks, emphasizing elements for a purpose.	b. Determine how elements and components can be altered for clear communication and intentional effects, and refine media artworks to improve clarity and purpose.	b. Appraise how elements and components can be altered for intentional effects and audience, and refine media artworks to reflect purpose and audience.	b. Improve and refine media artworks by intentionally emphasizing particular expressive elements to reflect an understanding of purpose, audience, or place.	b. Refine and modify media artworks, improving technical quality and intentionally accentuating selected expressive and stylistic elements, to reflect an understanding of purpose, audience, and place.	b. Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.	b. Refine and elaborate aesthetic elements and technical components to intentionally form impactful expressions in media artworks for specific purposes, intentions, audiences and contexts.	b. Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences, and contexts.	

Media Arts

Producing	Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Enduring Understanding: Media artists integrate various forms and contents to develop complex, unified artworks. Essential Question(s): How are complex media arts experiences constructed?												Producing
	Kindergarten (MA:Pr4.1.K)	1st (MA:Pr4.1.1)	2nd (MA:Pr4.1.2)	3rd (MA:Pr4.1.3)	4th (MA:Pr4.1.4)	5th (MA:Pr4.1.5)	6th (MA:Pr4.1.6)	7th (MA:Pr4.1.7)	8th (MA:Pr4.1.8)	HS Proficient (MA:Pr4.1.I)	HS Accomplished (MA:Pr4.1.II)	HS Advanced (MA:Pr4.1.III)	

Integrate		With guidance, combine arts forms and media content, such as dance and video, to form media artworks.	Combine varied academic, arts, and media content in media artworks, such as an illustrated story,	Practice combining varied academic, arts, and media content into unified media artworks, such as a narrated science animation.	Practice combining varied academic, arts, and media forms and content into unified media artworks, such as animation, music, and dance.	Demonstrate how a variety of academic, arts, and media forms and content may be mixed and coordinated into media artworks, such as narrative, dance, and media.	Create media artworks through the integration of multiple contents and forms, such as a media broadcast.	Validate how integrating multiple contents and forms can support a central idea in a media artwork, such as media, narratives, and performance.	Integrate multiple contents and forms into unified media arts productions that convey consistent perspectives and narratives, such as an interactive video game.	Integrate multiple contents and forms into unified media arts productions that convey specific themes or ideas, such as interdisciplinary projects, or multimedia theatre.	Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.	Integrate various arts, media arts forms, and academic content into unified media arts productions that retain thematic integrity and stylistic continuity, such as transmedia productions.	Synthesize various arts, media arts forms and academic content into unified media arts productions that retain artistic fidelity across platforms, such as transdisciplinary productions.	Integrate

Producing	**Anchor Standard 5: Develop and refine artistic techniques and work for presentation.** **Enduring Understanding: Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.** **Essential Question(s): What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?**													Producing
		Kindergarten (MA:Pr5.1.K)	**1st (MA:Pr5.1.1)**	**2nd (MA:Pr5.1.2)**	**3rd (MA:Pr5.1.3)**	**4th (MA:Pr5.1.4)**	**5th (MA:Pr5.1.5)**	**6th (MA:Pr5.1.6)**	**7th (MA:Pr5.1.7)**	**8th (MA:Pr5.1.8)**	**HS Proficient (MA:Pr5.1.I**	**HS Accomplished (MA:Pr5.1.II)**	**HS Advanced (MA:Pr5.1.III)**	
Practice	.	a. Identify and demonstrate basic skills, such as handling tools, making choices, and cooperating in creating media artworks.	a. Describe and demonstrate various artistic skills and roles, such as technical steps, planning, and collaborating in media arts productions.	a. Enact roles to demonstrate basic ability in various identified artistic, design, technical, and soft skills, such as tool use and collaboration in media arts productions.	a. Exhibit developing ability in a variety of artistic, design, technical, and organizational roles, such as making compositional decisions, manipulating tools, and group planning in media arts productions.	a. Enact identified roles to practice foundational artistic, design, technical, and soft skills, such as formal technique, equipment usage, production, and collaboration in media arts productions.	a. Enact various roles to practice fundamental ability in artistic, design, technical, and soft skills, such as formal technique, production, and collaboration in media arts productions.	a. Develop a variety of artistic, design, technical, and soft skills through performing various assigned roles in producing media artworks, such as invention, formal technique, production, selfinitiative, and problem-solving.	a. Exhibit an increasing set of artistic, design, technical, and soft skills through performing various roles in producing media artworks, such as creative problemsolving and organizing.	a. Demonstrate a defined range of artistic, design, technical, and soft skills, through performing specified roles in producing media artworks, such as strategizing and collaborative communication.	a. Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.	a. Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.	a. Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.	Practice
	.	b. Identify and demonstrate creative skills, such as performing, within media arts productions.	b. Describe and demonstrate basic creative skills within media arts productions, such as varying techniques.	b. Demonstrate use of experimentation skills, such as playful practice, and trial and error, within and through media arts productions.	b. Exhibit basic creative skills to invent new content and solutions within and through media arts productions.	b. Practice foundational innovative abilities, such as design thinking, in addressing problems within and through media arts productions.	b. Practice fundamental creative and innovative abilities, such as expanding conventions, in addressing problems within and through media arts productions.	b. Develop a variety of creative and adaptive innovation abilities, such as testing constraints, in developing solutions within and through media arts productions.	b. Exhibit an increasing set of creative and adaptive innovation abilities, such as exploratory processes, in developing solutions within and through media arts productions.	b. Demonstrate a defined range of creative and adaptive innovation abilities, such as divergent solutions and bending conventions, in developing new solutions for identified problems within and through media arts productions.	b. Develop and refine a determined range of creative and adaptive innovation abilities, such as design thinking, and risk taking, in addressing identified challenges and constraints within and through media arts productions.	b. Demonstrate effective ability in creative and adaptive innovation abilities, such as resisting closure, and responsive use of failure, to address sophisticated challenges within and through media arts productions.	b. Fluently employ mastered creative and innovative adaptability in formulating lines of inquiry and solutions, to address complex challenges within and through media arts productions.	
		c. Practice, discover, and share how media arts creation tools work.	c. Experiment with and share different ways to use tools and techniques to construct media artworks.	c. Demonstrate and explore identified methods to use tools to capture and form media artworks.	c. Exhibit standard use of tools and techniques while constructing media artworks.	c. Demonstrate use of tools and techniques in standard and novel ways while constructing media artworks.	c. Examine how tools and techniques could be used in standard and experimental ways in constructing media artworks.	c. Demonstrate adaptability using tools and techniques in standard and experimental ways in constructing media artworks.	c. Demonstrate adaptability using tools and techniques in standard and experimental ways to achieve an assigned purpose in constructing media artworks.	c. Demonstrate adaptability using tools, techniques and content in standard and experimental ways to communicate intent in the production of media artworks.	c. Demonstrate adaptation and innovation through the combination of tools, techniques and content, in standard and innovative ways, to communicate intent in the production of media	c. Demonstrate the skillful adaptation and combination of tools, styles, techniques, and interactivity to achieve specific expressive goals in the production of a variety of media	c. Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks.	

											artworks.	artworks.		

Producing	Anchor Standard 6: Convey meaning through the presentation of artistic work. Enduring Understanding: Media artists purposefully present, share, and distribute media artworks for various contexts. Essential Question(s): How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?													Producing
		Kindergarten (MA:Pr6.1.K)	**1st (MA:Pr6.1.1)**	**2nd (MA:Pr6.1.2)**	**3rd (MA:Pr6.1.3)**	**4th (MA:Pr6.1.4)**	**5th (MA:Pr6.1.5)**	**6th (MA:Pr6.1.6)**	**7th (MA:Pr6.1.7)**	**8th (MA:Pr6.1.8)**	**HS Proficient (MA:Pr6.1.I)**	**HS Accomplished (MA:Pr6.1.II)**	**HS Advanced (MA:Pr6.1.III)**	
Present		a. With guidance, identify and share roles and the situation in presenting media artworks.	a. With guidance, discuss presentation conditions and perform a task in presenting media artworks.	a. Identify and describe presentation conditions and perform task(s) in presenting media artworks.	a. Identify and describe the presentation conditions, and take on roles and processes in presenting or distributing media artworks.	a. Explain the presentation conditions, and fulfill a role and processes in presenting or distributing media artworks.	a. Compare qualities and purposes of presentation formats, and fulfill a role and associated processes in presentation and/or distribution of media artworks.	a. Analyze various presentation formats and fulfill various tasks and defined processes in the presentation and/or distribution of media artworks.	a. Evaluate various presentation formats in order to fulfill various tasks and defined processes in the presentation and/or distribution of media artworks.	a. Design the presentation and distribution of media artworks through multiple formats and/or contexts.	a. Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats, and audiences.	a. Curate and design the presentation and distribution of collections of media artworks through a variety of contexts, such as mass audiences, and physical and virtual channels.	a. Curate, design, and promote the presentation and distribution of media artworks for intentional impacts, through a variety of contexts, such as markets and venues.	Present
		b. With guidance, identify and share reactions to the presentation of media artworks.	b. With guidance, discuss the experience of the presentation of media artworks.	b. Identify and describe the experience and share results of presenting media artworks.	b. Identify and describe the experience, and share results of and improvements for presenting media artworks.	b. Explain results of and improvements for presenting media artworks.	b. Compare results of and improvements for presenting media artworks.	b. Analyze results of and improvements for presenting media artworks.	b. Evaluate the results of and improvements for presenting media artworks, considering impacts on personal growth.	b. Evaluate the results of and implement improvements for presenting media artworks, considering impacts on personal growth and external effects.	b. Evaluate and implement improvements in presenting media artworks, considering personal and local impacts, such as the benefits for self and others.	b. Evaluate and implement improvements in presenting media artworks, considering personal, local, and social impacts such as changes that occurred for people, or to a situation.	b. Independently evaluate, compare, and integrate improvements in presenting media artworks, considering personal to global impacts, such as new understandings that were gained by artist and audience.	

Media Arts

Anchor Standard 7: Perceive and analyze artistic work
Enduring Understanding: Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.
Essential Question(s): How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

Responding	Kindergarten (MA:Re7.1.K)	1st (MA:Re7.1.1)	2nd (MA:Re7.1.2)	3rd (MA:Re7.1.3)	4th (MA:Re7.1.4)	5th (MA:Re7.1.5)	6th (MA:Re7.1.6)	7th (MA:Re7.1.7)	8th (MA:Re7.1.8)	HS Proficient (MA:Re7.1.I)	HS Accomplished (MA:Re7.1.II)	HS Advanced (MA:Re7.1.III)	Responding
Perceive	a. Recognize and share components and messages in media artworks.	a. Identify components and messages in media artworks.	a. Identify and describe the components and messages in media artworks.	a. Identify and describe how messages are created by components in media artworks.	a. Identify, describe, and explain how messages are created by components in media artworks.	a. Identify, describe, and differentiate how message and meaning are created by components in media artworks.	a. Identify, describe, and analyze how message and meaning are created by components in media artworks.	a. Describe, compare, and analyze the qualities of and relationships between the components in media artworks.	a. Compare, contrast, and analyze the qualities of and relationships between the components and style in media artworks.	a. Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists.	a. Analyze and synthesize the qualities and relationships of the components in a variety of media artworks, and feedback on how they impact audience.	a. Analyze and synthesize the qualities and relationships of the components and audience impact in a variety media artworks.	Perceive
	b. Recognize and share how a variety of media artworks create different experiences.	b. With guidance, identify how a variety of media artworks create different experiences.	b. Identify and describe how a variety of media artworks create different experiences.	b. Identify and describe how various forms, methods, and styles in media artworks manage audience experience.	b. Identify, describe, and explain how various forms, methods, and styles in media artworks manage audience experience.	b. Identify, describe, and differentiate how various forms, methods, and styles in media artworks manage audience experience.	b. Identify, describe, and analyze how various forms, methods, and styles in media artworks manage audience experience.	b. Describe, compare, and analyze how various forms, methods, and styles in media artworks interact with personal preferences in influencing audience experience.	b. Compare, contrast, and analyze how various forms, methods, and styles in media artworks manage audience experience and create intention.	b. Analyze how a variety of media artworks manage audience experience and create intention through multimodal perception.	b. Analyze how a broad range of media artworks manage audience experience, create intention and persuasion through multimodal perception.	b. Survey an exemplary range of media artworks, analyzing methods for managing audience experience, creating intention and persuasion through multimodal perception, and systemic communications.	

Responding	Anchor Standard 8: Interpret intent and meaning in artistic work. Enduring Understanding: Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork. Essential Question(s): How do people relate to and interpret media artworks?													Responding
		Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced	
		(MA:Re8.1.K)	(MA:Re8.1.1)	(MA:Re8.1.2)	(MA:Re8.1.3)	(MA:Re8.1.4)	(MA:Re8.1.5)	(MA:Re8.1.6)	(MA:Re8.1.7)	(MA:Re8.1.8)	(MA:Re8.1.I)	(MA:Re8.1.II)	(MA:Re8.1.III)	
Interpret		With guidance, share observations regarding a variety of media artworks.	With guidance, identify the meanings of a variety of media artworks.	Determine the purposes and meanings of media artworks, considering their context.	Determine the purposes and meanings of media artworks while describing their context.	Determine and explain reactions and interpretations to a variety of media artworks, considering their purpose and context.	Determine and compare personal and group interpretations of a variety of media artworks, considering their intention and context.	Analyze the intent of a variety of media artworks, using given criteria.	Analyze the intent and meaning of a variety of media artworks, using selfdeveloped criteria.	Analyze the intent and meanings of a variety of media artworks, focusing on intentions, forms, and various contexts.	Analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts.	Analyze the intent, meanings, and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.	Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.	Interpret

Responding	Anchor Standard 9: Apply criteria to evaluate artistic work. Enduring Understanding: Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks. Essential Question(s): How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?													Responding
		Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced	
		(MA:Re9.1.K)	(MA:Re9.1.1)	(MA:Re9.1.2)	(MA:Re9.1.3)	(MA:Re9.1.4)	(MA:Re9.1.5)	(MA:Re9.1.6)	(MA:Re9.1.7)	(MA:Re9.1.8)	(MA:Re9.1.HS.I)	(MA:Re9.1.HS.II)	(MA:Re9.1.HS.III)	
Evaluate		Share appealing qualities and possible changes in media artworks.	Identify the effective parts of and possible changes to media artworks, considering viewers.	Discuss the effectiveness of and improvements for media artworks, considering their context.	Identify basic criteria for and evaluate media artworks, considering possible improvements and context.	Identify and apply basic criteria for evaluating and improving media artworks and production processes, considering context.	Determine and apply criteria for evaluating media artworks and production processes, considering context, and practicing constructive feedback.	Determine and apply specific criteria to evaluate various media artworks and production processes, considering context and practicing constructive feedback.	Develop and apply criteria to evaluate various media artworks and production processes, considering context, and practicing constructive feedback.	Evaluate media art works and production processes with developed criteria, considering context and artistic goals.	Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.	Form and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes.	Independently develop rigorous evaluations of, and strategically seek feedback for media artworks and production processes, considering complex goals and factors.	Evaluate

Media Arts

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: Media artworks synthesize meaning and form cultural experience.
Essential Question(s): How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

Connecting	Kindergarten (MA:Cn10.1.K)	1st (MA:Cn10.1.1)	2nd (MA:Cn10.1.2)	3rd (MA:Cn10.1.3)	4th (MA:Cn10.1.4)	5th (MA:Cn10.1.5)	6th (MA:Cn10.1.6)	7th (MA:Cn10.1.7)	8th (MA:Cn10.1.8)	HS Proficient (MA:Cn10.1.I)	HS Accomplished (MA:Cn10.1.II)	HS Advanced (MA:Cn10.1.III)	Connecting
Synthesize	a. Use personal experiences and choices in making media artworks.	a. Use personal experiences, interests, and models in creating media artworks.	a. Use personal experiences, interests, information, and models in creating media artworks.	a. Use personal and external resources, such as interests, information, and models, to create media artworks.	a. Examine and use personal and external resources, such as interests, research, and cultural understanding, to create media artworks.	a. Access and use internal and external resources to create media artworks, such as interests, knowledge, and experiences.	a. Access, evaluate, and use internal and external resources to create media artworks, such as knowledge, experiences, interests, and research.	a. Access, evaluate and use internal and external resources to inform the creation of media artworks, such as experiences, interests, research, and exemplary works.	a. Access, evaluate, and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research, and exemplary works.	a. Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences.	a. Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.	a. Independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks.	Synthesize
	b. Share memorable experiences of media artworks.	b. Share meaningful experiences of media artworks.	b. Discuss experiences of media artworks, describing their meaning and purpose.	b. Identify and show how media artworks form meanings, situations, and/or culture, such as popular media.	b. Examine and show how media artworks form meanings, situations, and/or cultural experiences, such as online spaces.	b. Examine and show how media artworks form meanings, situations, and cultural experiences, such as news and cultural events.	b. Explain and show how media artworks form new meanings, situations, and cultural experiences, such as historical events.	b. Explain and show how media artworks form new meanings and knowledge, situations, and cultural experiences, such as learning, and new information.	b. Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences, such as local and global events.	b. Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences, such as learning and sharing through online environments.	b. Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge, and reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.	b. Demonstrate and expound on the use of media artworks to consummate new meaning, knowledge, and impactful cultural experiences.	

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
Enduring Understanding: Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.
Essential Question(s): How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

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		Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced	
		(MA:Cn11.1.K)	(MA:Cn11.1.1)	(MA:Cn11.1.2)	(MA:Cn11.1.3)	(MA:Cn11.1.4)	(MA:Cn11.1.5)	(MA:Cn11.1.6)	(MA:Cn11.1.7)	(MA:Cn11.1.8)	(MA:Cn11.1.I)	(MA:Cn11.1.II)	(MA:Cn11.1.III)	
Relate		a. With guidance, share ideas in relating media artworks and everyday life, such as daily activities.	a. Discuss and describe media artworks in everyday life, such as popular media, and connections with family and friends.	a. Discuss how media artworks and ideas relate to everyday and cultural life, such as media messages and media environments.	a. Identify how media artworks and ideas relate to everyday and cultural life and can influence values and online behavior.	a. Explain verbally and/or in media artworks, how media artworks and ideas relate to everyday and cultural life, such as fantasy and reality, and technology use.	a. Research and show how media artworks and ideas relate to personal, social and community life, such as exploring commercial and information purposes, history, and ethics.	a. Research and show how media artworks and ideas relate to personal life, and social, community, and cultural situations, such as personal identity, history, and entertainment.	a. Research and demonstrate how media artworks and ideas relate to various situations, purposes and values, such as community, vocations, and social media.	a. Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as democracy, environment, and connecting people and places.	a. Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as social trends, power, equality, and personal/cultural identity.	a. Examine in depth and demonstrate the relationships of media arts ideas and works to various contexts, purposes, and values, such as markets, systems, propaganda, and truth.	a. Demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values, through relevant and impactful media artworks.	Relate
		b. With guidance, interact safely and appropriately with media arts tools and environments.	b. Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.	b. Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.	b. Examine and interact appropriately with media arts tools and environments, considering safety, rules, and fairness.	b. Examine and interact appropriately with media arts tools and environments, considering ethics, rules, and fairness.	b. Examine, discuss and interact appropriately with media arts tools and environments, considering ethics, rules, and media literacy.	b. Analyze and interact appropriately with media arts tools and environments, considering fair use and copyright, ethics, and media literacy.	b. Analyze and responsibly interact with media arts tools and environments, considering copyright, ethics, media literacy, and social media.	b. Analyze and responsibly interact with media arts tools, environments, legal, and technological contexts, considering ethics, media literacy, social media, and virtual worlds.	b. Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity.	b. Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity.	b. Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts.	

Music - Composition and/or Theory Strand

	Proficient	Accomplished	Advanced	
Creating	**Anchor Standard 1: Generate and conceptualize artistic ideas and work.** **Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.** **Essential Question(s): How do musicians generate creative ideas?**			Creating
Imagine	MU:Cr1.1.C.Ia Describe how sounds and short **musical ideas** can be used to represent personal experiences, **moods**, visual images, and/or **storylines**.	MU:Cr1.1.C.IIa Describe *and demonstrate* how sounds and **musical ideas** can be used to represent ***sonic events*** *, memories* , visual images, *concepts, texts* , or **storylines**.	MU:Cr1.1.C.IIIa Describe and demonstrate *multiple ways in which* sounds and **musical ideas** can be used to represent *extended* ***sonic experiences*** *or abstract ideas* .	Imagine
Creating	**Anchor Standard 2: Organize and develop artistic ideas and work.** **Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.** **Essential Question(s): How do musicians make creative decisions?**			Creating
	Proficient	**Accomplished**	**Advanced**	
Plan & Make	MU:Cr2.1.C.Ia Assemble and organize sounds or short **musical ideas** to **create** initial **expressions** of selected experiences, **moods**, images, or **storylines**.	MU:Cr2.1.C.IIa Assemble and organize multiple sounds or **musical ideas** to **create** initial expressive statements of selected ***sonic events*** *, memories,* images, *concepts, texts,* or **storylines**.	MU:Cr2.1.C.IIIa Assemble and organize multiple sounds or extended **musical ideas** to **create** initial expressive statements of selected *extended* ***sonic experiences*** *or abstract ideas.*	Plan & Make
	MU:Cr2.1.C.Ib Identify and describe the development of sounds or short **musical ideas** in drafts of music within **simple forms** (such as **onepart**, **cyclical**, or **binary**).	MU:Cr2.1.C.IIb Describe and explain the development of sounds and **musical ideas** in drafts of music within a variety of **simple** or ***moderately complex forms*** *(such as* **binary**, ***rondo*** *, or* ***ternary****)*.	MU:Cr2.1.C.IIIb Analyze and demonstrate the development of sounds and extended **musical ideas** in drafts of music within a *variety of* **moderately complex** *or* ***complex forms*** .	
Creating	**Anchor Standard 3: Refine and complete artistic work.** **Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.** **Essential Question(s): How do musicians improve the quality of their creative work?**			Creating
	Proficient	**Accomplished**	**Advanced**	
Evaluate & Refine	MU:Cr3.1.C.Ia Identify, describe, and apply **teacherprovided criteria** to assess and **refine** the **technical** and **expressive aspects** of evolving drafts leading to final versions.	MU:Cr3.1.C.IIa Identify, describe, and apply *selected* **teacher-provided** *or* ***personally-developed*** **criteria** to assess and **refine** the **technical** and **expressive aspects** of evolving drafts leading to final versions.	MU:Cr3.1.C.IIIa *Research,* identify, *explain* , and apply **personally-developed criteria** to assess and **refine** the **technical** and **expressive aspects** of evolving drafts leading to final versions.	Evaluate & Refine
Creating	**Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication** **Essential Question(s): When is creative work ready to share?**			Creating
	Proficient	**Accomplished**	**Advanced**	
Present	MU:Cr3.2.C.Ia **Share** music through the use of notation, **performance**, or technology, and demonstrate how the **elements of music** have been employed to realize **expressive intent**.	MU:Cr3.2.C.IIa **Share** music through the use of notation, *solo or group* **performance**, or technology, and demonstrate and *describe* how the **elements of music** and ***compositional techniques*** have been employed to realize **expressive intent**.	MU:Cr3.2.C.IIIa **Share** music through the use of notation, solo or group **performance**, or technology, and demonstrate *and explain* how the **elements of music**, **compositional techniques** *and processes* have been employed to realize **expressive intent**.	Present
	MU:Cr3.2.C.Ib Describe the given **context** and performance medium for presenting personal works, and how they impact the final **composition** and presentation.	MU:Cr3.2.C.IIb Describe the *selected* ***contexts*** and performance mediums for presenting personal works, and *explain why* they *successfully* impact the final **composition** and presentation.	MU:Cr3.2.C.IIIb Describe a *variety of possible* ***contexts*** *and mediums* for presenting personal works, and explain *and compare how each could impact the success of* the final **composition** and presentation.	

Music - Composition and/or Theory Strand

	Proficient	Accomplished	Advanced	
Performing	**Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.** **Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Essential Question(s): How do performers select repertoire?**			Performing
Select	MU:Pr4.1.C.Ia Identify and select specific excerpts, passages, or **sections in musical works** that express a personal experience, **mood**, visual image, or **storyline** in simple **forms** (such as **one-part**, **cyclical**, **binary**).	MU:Pr4.1.C.IIa Identify and select specific passages, **sections**, *or movements in* ***musical works*** that express personal experiences and interests, **moods**, visual images, concepts, texts, or **storylines** in **simple forms** *(such as* **binary** *,* ***ternary*** *,* ***rondo*** *) or* ***moderately complex forms*** .	MU:Pr4.1.C.IIIa Identify and select specific **sections**, movements, *or entire works* that express personal experiences and interests, **moods**, visual images, concepts, texts, or **storylines** in **moderately complex** or ***complex*** **forms**.	Select
Performing	**Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.** **Essential Question(s): How does understanding the structure and context of musical works inform performance?**			Performing
	Proficient	**Accomplished**	**Advanced**	
Analyze	MU:Pr4.2.C.Ia **Analyze** how the **elements of music** (including **form**) of selected works relate to **style** and **mood**, and explain the implications for rehearsal or **performance**.	MU:Pr4.2.C.IIa **Analyze** how the **elements of music** (including **form**) of selected works relate to the **style**, ***function*** *, and* ***context*** *,* and explain the implications for rehearsal *and* **performance**.	MU:Pr4.2.C.IIIa **Analyze** how the **elements of music** (including **form**), and ***compositional techniques*** of selected works relate to the **style**, **function**, and **context**, and explain *and support* the **analysis** and its implications for rehearsal and **performance**.	Analyze
Performing	**Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.** **Essential Question(s): How do performers interpret musical works?**			Performing
	Proficient	**Accomplished**	**Advanced**	
Interpret	MU:Pr4.3.C.Ia Develop **interpretations** of works based on an understanding of the use of **elements of music**, **style**, and **mood**, explaining how the interpretive choices reflect the creators' **intent**.	MU:Pr4.3.C.IIa Develop **interpretations** of works based on an understanding of the use of **elements of music**, **style**, **mood**, ***function*** *, and* ***context*** *,* explaining and *supporting* how the interpretive choices reflect the creators' **intent**.	MU:Pr4.3.C.IIIa Develop **interpretations** of works based on an understanding of the use of **elements of music** *(including* ***form*** *)* , ***compositional techniques*** *,* **style**, **function**, and **context**, explaining and *justifying* how the interpretive choices reflect the creators' **intent**.	Interpret
Performing	**Anchor Standard 5: Develop and refine artistic techniques and work for presentation.** **Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their performance?**			Performing
	Proficient	**Accomplished**	**Advanced**	
Rehearse, Evaluate, and Refine	MU:Pr5.1.C.Ia Create rehearsal plans for works, identifying repetition and variation within the **form**.	MU:Pr5.1.C.IIa Create rehearsal plans for works, identifying the ***form*** , repetition and variation within the form, and *the* ***style*** *and* ***historical*** *or* ***cultural context*** *of the work* .	MU:Pr5.1.C.IIIa Create rehearsal plans for works, identifying the **form**, repetition and variation within the form, ***compositional techniques*** , and the **style** and **historical** or **cultural context** of the work.	Rehearse, Evaluate, and Refine
	MU:Pr5.1.C.Ib Using **established criteria** and feedback, identify the way(s) in which **performances** convey the **elements of music**, **style**, and **mood**.	MU:Pr5.1.C.IIb Using **established criteria** and feedback, identify the ways in which performances convey the ***formal design*** *,* **style***, and* ***historical/cultural context*** of the works.	MU:Pr5.1.C.IIIb Using **established criteria** and feedback, identify the ways in which performances use ***compositional techniques*** and convey the **formal design**, **style**, and **historical/cultural context** of the works.	
	MU:Pr5.1.C.Ic Identify and implement strategies for improving the **technical** and **expressive aspects** of multiple works.	MU:Pr5.1.C.IIc Identify and implement strategies for improving the **technical** and **expressive aspects** of *varied* works.	MU:Pr5.1.C.IIIc Identify, *compare* , and implement strategies for improving the **technical** and **expressive aspects** of multiple *contrasting* works.	
Performing	**Anchor Standard 6: Convey meaning through the presentation of artistic work.** **Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.** **Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?**			Performing
	Proficient	**Accomplished**	**Advanced**	
Present	MU:Pr6.1.C.Ia Share live or recorded **performances** of works (both personal and others'), and explain how the **elements of music** are used to convey **intent**.	MU:Pr6.1.C.IIa Share live or recorded **performances** of works (both personal and others'), and explain how the **elements of music** and ***compositional techniques*** are used to convey **intent**.	MU:Pr6.1.C.IIIa Share live or recorded **performances** of works (both personal and others'), and explain *and/or demonstrate understanding of* how the **expressive intent** of the music is conveyed.	Present
	MU:Pr6.1.C.Ib Identify how **compositions** are appropriate for an audience or **context**, and how this will shape future compositions.	MU:Pr6.1.C.IIb *Explain* how **compositions** are appropriate for *both* audience *and* **context**, and how this will shape future compositions.	MU:Pr6.1.C.IIIb Explain how **compositions** are appropriate for a *variety of audiences and* ***contexts*** **,** and how this will shape future compositions.	

Music - Composition and/or Theory Strand

Responding	**Anchor Standard 7: Perceive and analyze artistic work** **Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.** **Essential Question(s): How do individuals choose music to experience?**			Responding
	Proficient	**Accomplished**	**Advanced**	
Select	MU:Re7.1.C.Ia Apply **teacher-provided criteria** to select music that expresses a personal experience, **mood**, visual image, or **storyline** in simple **forms** (such as **one-part**, **cyclical**, **binary**), and describe the choices as models for **composition**.	MU:Re7.1.C.IIa Apply **teacher-provided** *or* ***personally-developed*** **criteria** to select music that expresses *personal experiences and interests,* ***moods*** *, visual images, concepts, texts* , or **storylines** in **simple** or ***moderately complex*** **forms**, and describe and *defend* the choices as models for **composition**.	MU:Re7.1.C.IIIa Apply *researched or* **personallydeveloped criteria** to select music that expresses personal experiences and interests, visual images, concepts, texts, or **storylines** in **moderately complex** or ***complex*** **forms**, and describe and *justify* the choice as models for **composition**.	Select
Responding	**Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historial) and how creators and performers manipulate the elements of music. Essential Question(s): How does understanding the structure and context of music inform a response?**			Responding
	Proficient	**Accomplished**	**Advanced**	
Analyze	MU:Re7.2.C.Ia **Analyze** aurally the **elements of music** (including **form**) of **musical works**, relating them to **style**, **mood**, and **context**, and describe how the **analysis** provides models for personal growth as **composer**, performer, and/or listener.	MU:Re7.2.C.IIa **Analyze** aurally *and/or by reading the* ***scores*** *of* **musical works** the ***elements of music*** *(including* ***form*** *)* , ***compositional techniques*** *and* ***procedures*** , relating them to **style**, **mood**, and **context**; and *explain* how the **analysis** provides models for personal growth as **composer**, performer, and/or listener.	MU:Re7.2.C.IIIa **Analyze** aurally and/or by reading the **scores** of **musical works** the **elements of music** (including **form**), **compositional techniques** and **procedures**, relating them to *aesthetic effectiveness* , **style**, **mood**, and **context**; and explain how the **analysis** provides models for personal growth as **composer**, performer, and/or listener.	Analyze
Responding	**Anchor Standard 8: Interpret intent and meaning in artistic work.** **Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.** **Essential Question(s): How do we discern the musical creators' and performers' expressive intent?**			Responding
	Proficient	**Accomplished**	**Advanced**	
Interpret	MU:Re8.1.C.Ia Develop and explain **interpretations** of varied works, demonstrating an understanding of the composers' **intent** by citing **technical** and **expressive aspects** as well as the **style**/**genre** of each work.	MU:Re8.1.C.IIa Develop and *support* **interpretations** of varied works, demonstrating an understanding of the composers' **intent** by citing *the use of* ***elements of music*** *(including* ***form*** *),* ***compositional techniques*** *,* and the **style**/**genre** *and* ***context*** of each work.	MU:Re8.1.C.IIIa Develop, *justify* and *defend* **interpretations** of varied works, demonstrating an understanding of the composers' **intent** by citing the use of **elements of music** (including **form**), **compositional techniques**, and the **style**/**genre** and **context** of each work.	Interpret
Responding	**Anchor Standard 9: Apply criteria to evaluate artistic work.** **Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?**			Responding
	Proficient	**Accomplished**	**Advanced**	
Evaluate	MU:Re9.1.C.Ia Describe the effectiveness of the **technical** and **expressive aspects** of selected music and **performances**, demonstrating understanding of **fundamentals of music theory**.	MU:Re9.1.C.IIa *Explain* the effectiveness of the **technical** and **expressive aspects** of selected music and **performances**, demonstrating understanding of ***music theory*** *as well as* ***compositional techniques*** *and* ***procedures*** .	MU:Re9.1.C.IIIa Evaluate the effectiveness of the **technical** and **expressive aspects** of selected music and **performances**, demonstrating understanding of *theoretical concepts* and *complex* **compositional techniques** and **procedures**.	Evaluate
	MU:Re9.1.C.Ib Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.	MU:Re9.1.C.IIb Describe ways in which critiquing others' work and receiving feedback from others *have been specifically* applied in the personal creative process.	MU:Re9.1.C.IIIb Describe *and evaluate* ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.	

Music - Composition and/or Theory Strand				
Connecting	**Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.** **Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.** **Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?**			Connecting
	Proficient **MU:Cn10.0.C.Ia**	**Accomplished** **MU:Cn10.0.C.IIa**	**Advanced** **MU:Cn10.0.C.IIIa**	
	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	
Connecting	**Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding** **Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.** **Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?**			Connecting
	Proficient **MU:Cn11.0.C.Ia**	**Accomplished** **MU:Cn11.0.C.IIa**	**Advanced** **MU:Cn11.0.C.IIIa**	
	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	

*Green text indicates modifications by Music Executive Committee members

Music - Harmonizing Instruments Strand
(e.g. Guitar, Keyboard)

Creating	**Anchor Standard 1: Generate and conceptualize artistic ideas and work.** **Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Essential Question(s): How do musicians generate creative ideas?**					Creating
	Novice	**Intermediate**	**Proficient**	**Accomplished**	**Advanced**	
Imagine	MU:Cr1.1.H.5a Generate melodic, rhythmic, and harmonic ideas for simple **melodies** (such as two**phrase**) and chordal accompaniments for given melodies.	MU:Cr1.1.H.8a Generate melodic, rhythmic, and harmonic ideas for **melodies** (*created over specified* ***chord progressions*** *or* ***AB / ABA forms***) and *two-tothree-chord* accompaniments for given melodies.	MU:Cr1.1.H.Ia Generate melodic, rhythmic, and harmonic ideas for ***improvisations*** *,* ***compositions*** (**forms** *such as* ***theme and variation*** *or 12-bar blues*), *and three-or-more-* chord accompaniments in a *variety of patterns* (*such as arpeggio, country and gallop strumming, finger picking patterns*).	MU:Cr1.1.H.IIa Generate melodic, rhythmic, and harmonic ideas for **compositions** (**forms** such as *rounded* ***binar y*** *or* ***rondo***), **improvisations**, *accompaniment patterns in a variety of* ***styles*** *,* *and* ***harmonizations*** for given **melodies**.	MU:Cr1.1.H.IIIa Generate melodic, rhythmic, and harmonic ideas for a *collection of* ***compositions*** *(representing a variety of* ***forms*** *and* ***styles*** *),* **improvisations** *in several different styles* , and *stylistically appropriate* **harmonizations** for given **melodies.**	Imagine
Creating	**Anchor Standard 2: Organize and develop artistic ideas and work.** **Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent. Essential Question(s): How do musicians make creative decisions?**					Creating
	Novice	**Intermediate**	**Proficient**	**Accomplished**	**Advanced**	
Plan & Make	MU:Cr2.1.H.5a Select, develop, and use **standard notation** or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple **melodies** (such as two-**phrase)** and chordal accompaniments for given melodies.	MU:Cr2.1.H.8a Select, develop, and use **standard notation** *and* audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of **melodies** *(created over specified* ***chord progressions*** *or* ***AB / ABA forms*** *)* and *two-to-three -chord* accompaniments for given melodies.	MU:Cr2.1.H.Ia Select, develop, and use **standard notation** and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of ***improvisations*** *,* ***compositions*** *(* ***forms*** *such as* ***theme and variation*** *or 12-bar blues)* , and *three-ormore-* chord accompaniments in a *variety of patterns* (*such as arpeggio, country and gallop strumming, finger picking patterns).*	MU:Cr2.1.H.IIa Select, develop, and use **standard notation** and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of **compositions** (**forms** such as *rounded* ***binary*** *or* ***rondo***), **improvisations**, *accompaniment patterns in a variety of* ***styles*** *, and* ***harmonizations*** for given **melodies**.	MU:Cr2.1.H.IIIa Select, develop, and use **standard notation** and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of **compositions** (*representing a variety of* ***forms*** *and* ***styles***), **improvisations** *in several different styles,* and *stylistically appropriate* **harmonizations** for given **melodies.**	Plan & Make
Creating	**Anchor Standard 3: Refine and complete artistic work.** **Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their creative work?**					Creating
	Novice	**Intermediate**	**Proficient**	**Accomplished**	**Advanced**	
Evaluate & Refine	MU:Cr3.1.H.5a Apply **teacher-provided criteria** to critique, improve, and **refine** drafts of simple **melodies** (such as two-**phrase**) and chordal accompaniments for given melodies.	MU:Cr3.1.H.8a Apply **teacher-provided criteria** to critique, improve, and **refine** drafts of **melodies** (*created over specified* ***chord progressions*** *or* ***AB / ABA forms***) and *two-to-three* -chord accompaniments for given melodies.	MU:Cr3.1.H.Ia Develop and apply **criteria** to critique, improve, and **refine** drafts of ***improvisations*** *,* ***compositions*** (**forms** such as ***theme and variation*** *or 12-bar blues*) and three-*ormore* -chord accompaniments in a *variety of patterns* (*such as arpeggio, country and gallop strumming, finger picking patterns).*	MU:Cr3.1.H.IIa Develop and apply **criteria** to critique, improve, and **refine** drafts of **compositions** (**forms** such as *rounded* ***binary*** *or* ***rondo***), **improvisations**, *accompaniment patterns in a variety of* ***styles*** *,* and ***harmonizations*** for given **melodies**.	MU:Cr3.1.H.IIIa Develop and apply **criteria** to critique, improve, and **refine** drafts of **compositions** (*representing a variety of* ***forms*** *and* ***styles*** *)* , **improvisations** *in a variety of* ***styles*** *,* and *stylistically appropriate* **harmonizations** for given **melodies**.	Evaluate & Refine

Creating	Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication Essential Question(s): When is creative work ready to share?					Creating
	Novice	**Intermediate**	**Proficient**	**Accomplished**	**Advanced**	
Present	MU:Cr3.2.H.5a **Share** final versions of simple **melodies** (such as two-**phrase**) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal **musical ideas**.	MU:Cr3.2.H.8a **Share** final versions of **melodies** (*created over specified **chord progressions** or **AB** / **ABA forms**)* and *two-to-three -chord* accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal **musical ideas**.	MU:Cr3.2.H.Ia ***Perform*** final versions of ***improvisations*** , ***compositions*** (**forms** such as ***theme and variation*** *or 12-bar blues)* , and *three-ormore* -chord accompaniments *in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns*), demonstrating ***technical skill*** *in applying principles of composition/improvisation and originality* in developing and organizing **musical ideas**.	MU:Cr3.2.H.IIa **Perform** final versions of **compositions** (**forms** such as *rounded **binary** or **rondo***), **improvisations,** accompaniment patterns *in a variety of **styles*** , and ***harmonizations*** *for given **melodies*** , demonstrating **technical skill** in applying principles of composition/improvisation and originality in developing and organizing **musical ideas**.	MU:Cr3.2.H.IIIa **Perform** final versions of a *collection of **compositions*** (*representing a variety of **forms** and styles*), **improvisations** *in several different **styles*** , and *stylistically appropriate* **harmonizations** for given **melodies**, demonstrating **technical skill** in applying principles of composition/improvisation and originality in developing and organizing **musical ideas**.	Present

Music - Harmonizing Instruments Strand

Performing	**Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.** **Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Essential Question(s): How do performers select repertoire?**					Performing
	Novice	**Intermediate**	**Proficient**	**Accomplished**	**Advanced**	
Select	MU:Pr4.1.H.5a Describe and demonstrate how a varied **repertoire** of music that includes **melodies,** repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and **technical skill,** as well as the **context** of the **performances**.	MU:Pr4.1.H.8a Describe and demonstrate how a varied **repertoire** of music that includes **melodies**, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and **technical skill** (*citing **technical challenges** that need to be addressed)* , as well as the **context** of the **performances**.	MU:Pr4.1.H.Ia *Explain the **criteria** used* when selecting a varied **repertoire** of music for *individual or small group **performances*** that include **melodies**, repertoire pieces, ***improvisations*** , and chordal accompaniments *in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).*	MU:Pr4.1.H.IIa *Develop and apply* **criteria** for selecting a varied **repertoire** of music for individual and small group **performances** that include **melodies**, repertoire pieces, **improvisations**, and chordal accompaniments *in a variety of **styles*** .	MU:Pr4.1.H.IIIa Develop and apply **criteria** for selecting a varied **repertoire** for a ***program** of music* for individual and small group **performances** that include **melodies**, repertoire pieces, *stylistically appropriate accompaniments,* and **improvisations** *in a variety of contrasting **styles*** .	Select
Performing	**Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.** **Essential Question(s): How does understanding the structure and context of musical works inform performance?**					Performing
	Novice	**Intermediate**	**Proficient**	**Accomplished**	**Advanced**	
Analyze	MU:Pr4.2.H.5a Identify prominent melodic and harmonic characteristics in a varied **repertoire** of music that includes **melodies**, repertoire pieces, and chordal accompaniments selected for **performance,** including at least some based on reading **standard notation**.	MU:Pr4.2.H.8a Identify prominent melodic, harmonic, and ***structural*** characteristics and ***context** (**social** , **cultural** , or **historical**)* in a varied **repertoire** of music that includes **melodies**, repertoire pieces, and chordal accompaniments selected for **performance,** including at least some based on reading **standard notation**.	MU:Pr4.2.H.Ia Identify *and describe important **theoretical*** and **structural** *characteristics* and **context** (**social**, **cultural**, or **historical**) in a varied **repertoire** of music that includes **melodies**, repertoire pieces, ***improvisations*** , and chordal accompaniments *in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns*).	MU:Pr4.2.H.IIa Identify and describe important **theoretical** and **structural** characteristics and **context** (**social**, **cultural**, *and* **historical**) in a varied **repertoire** of music that includes **melodies**, repertoire pieces, **improvisations**, and chordal accompaniments *in a variety of **styles*** .	MU:Pr4.2.H.IIIa Identify and describe important **theoretical** and **structural** characteristics and **context** (**social**, **cultural**, and **historical**) in a varied **repertoire** of music selected for **performance *programs*** that includes **melodies**, repertoire pieces, *stylistically appropriate accompaniments,* and **improvisations** in a variety of *contrasting **styles*** .	Analyze
Performing	**Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.** **Essential Question(s): How do performers interpret musical works?**					Performing
	Novice	**Intermediate**	**Proficient**	**Accomplished**	**Advanced**	
Interpret	MU:Pr4.3.H.5a Demonstrate and describe in **interpretations** an understanding of the **context** and **expressive intent** in a varied **repertoire** of music selected for **performance** that includes **melodies,** repertoire pieces, and chordal accompaniments.	MU:Pr4.3.H.8a Demonstrate and describe in **interpretations** an understanding of the **context** *(**social** , **cultural** , or **historical**)* and **expressive intent** in a varied **repertoire** of music selected for **performance** that includes **melodies**, repertoire pieces, and chordal accompaniments.	MU:Pr4.3.H.Ia Describe in **interpretations** the **context** (**social**, **cultural**, or **historical**) and **expressive intent** in a varied **repertoire** of music selected for **performance** that includes **melodies**, repertoire pieces, ***improvisations*** **,** and chordal accompaniments in a *variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns)* .	MU:Pr4.3.H.IIa *Explain* in **interpretations** the **context** (**social**, **cultural**, *and* **historical**) and **expressive intent** in a varied **repertoire** of music selected for **performance** that includes **melodies**, repertoire pieces, **improvisations**, and chordal accompaniments in a *variety of **styles*** .	MU:Pr4.3.H.IIIa Explain and *present* **interpretations** that demonstrate and describe the **context** (**social**, **cultural**, and **historical**) and *an understanding of the creator's **intent** in **repertoire** for varied **programs** of music* that include **melodies**, repertoire pieces, *stylistically appropriate* accompaniments*,* and **improvisations** in a variety of *contrasting* **styles**.	Interpret

Performing	Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their performance?					Performing
	Novice	**Intermediate**	**Proficient**	**Accomplished**	**Advanced**	
Rehearse, Evaluate, & Refine	MU:Pr5.1.H.5a Apply **teacher-provided criteria** to critique individual **performances** of a varied **repertoire** of music that includes **melodies**, repertoire pieces, and chordal accompaniments selected for performance, and apply practice strategies to address performance challenges and **refine** the performances.	MU:Pr5.1.H.8a Apply **teacher-provided criteria** to critique individual **performances** of a varied **repertoire** of music that includes **melodies**, repertoire pieces, and chordal accompaniments selected for performance, and *identify* practice strategies to address performance challenges and **refine** the performances.	MU:Pr5.1.H.Ia Develop and apply **criteria** to critique individual *and small group* **performances** of a varied **repertoire** of music that includes **melodies**, repertoire pieces, ***improvisations*** , and chordal accompaniments *in a variety of patterns* (*such as arpeggio, country and gallop strumming, finger picking patterns*), and *create rehearsal strategies* to address performance challenges and **refine** the performances.	MU:Pr5.1.H.IIa Develop and apply **criteria** to critique individual and small group **performances** of a varied **repertoire** of music that includes **melodies,** repertoire pieces, **improvisations,** and chordal accompaniments in a *variety of* ***styles*** , and create rehearsal strategies to address performance challenges and **refine** the performances.	MU:Pr5.1.H.IIIa Develop and apply **criteria**, including *feedback from multiple sources* , to critique varied ***programs*** of music **repertoire** (**melodies**, repertoire pieces, *stylistically appropriate* accompaniments, **improvisations** *in a variety of contrasting* ***styles*** *)* selected for individual and small group performance, and create rehearsal strategies to address performance challenges and **refine** the performances.	Rehearse, Evaluate, & Refine

Performing	Anchor Standard 6: Convey meaning through the presentation of artistic work. Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?					Performing
	Novice	**Intermediate**	**Proficient**	**Accomplished**	**Advanced**	
Present	MU:Pr6.1.H.5a **Perform** with **expression** and **technical accuracy** in individual **performances** of a varied **repertoire** of music that includes **melodies**, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the **context**.	MU:Pr6.1.H.8a **Perform** with **expression** and **technical accuracy** in individual **performances** of a varied **repertoire** of music that includes **melodies**, repertoire pieces, and chordal accompaniments, demonstrating *sensitivity* to the audience and an *understanding of the* ***context*** *(* ***social*** *,* ***cultural*** *, or* ***historical*** *)* .	MU:Pr6.1.H.Ia **Perform** with **expression** and **technical accuracy**, in individual and *small group* ***performance*** **s**, a varied **repertoire** of music that includes **melodies**, repertoire pieces, ***improvisations*** , and chordal accompaniments *in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns),* demonstrating sensitivity to the audience and an understanding of the **context** (**social**, **cultural**, or **historical**).	MU:Pr6.1.H.IIa **Perform** with **expression** and **technical accuracy**, in individual and small group **performances**, a varied **repertoire** of music that includes **melodies**, repertoire pieces, **improvisations**, and chordal accompaniments in a *variety of* ***styles*** , demonstrating sensitivity to the audience and an understanding of the **context** (**social**, **cultural**, *and* **historical**).	MU:Pr6.1.H.IIIa **Perform** with **expression** and **technical accuracy**, in individual and small group **performances**, a varied **repertoire** for ***programs*** of music that includes **melodies**, repertoire pieces, *stylistically appropriate* accompaniments, and **improvisations** *in a variety of contrasting* ***styles*** **,** demonstrating sensitivity to the audience and an understanding of the **context** (**social**, **cultural**, and **historical**).	Present

Music - Harmonizing Instruments Strand

Responding	**Anchor Standard 7: Perceive and analyze artistic work** **Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?**					Responding
	Novice	**Intermediate**	**Proficient**	**Accomplished**	**Advanced**	
Select	MU:Re7.1.H.5a Demonstrate and describe reasons for selecting music, based on characteristics founf in the music and **connections** to interest, **purpose** or personal experience.	MU:Re7.1.H.8a *Explain* reasons for selecting music *citing* characteristics found in the music and **connections** to interest, **purpose,** and context.	MU:Re7.1.H.Ia Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified **purpose** and **context.**	MU:Re7.1.H.IIa Apply criteria to select music for a variety of purpose, justifying choices citing knowledge of music and specified **purpose** and **context.**	MU:Re6.1.H.IIIa Select, describe, and compare a variety of individual and small group musical **programs** from varied **cultures**, **genres**, and **historical periods**.	Select
Responding	**Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creator(s) or performer(s) manipulate the elements of music. Essential Question(s): How does understanding the structure and context of music inform a response?**					Responding
	Novice	**Intermediate**	**Proficient**	**Accomplished**	**Advanced**	
Analyze	MU:Re7.2.H.5a Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the **context** (**social** or **cultural**) inform the response.	MU:Re7.2.H.8a *Describe* how *the way that the* ***elements of music*** *are manipulated* and knowledge of the **context** (**social** *and* **cultural**) inform the response.	MU:Re7.2.H.Ia *Compare passages in musical selections* and explain how the **elements of music** and **context** (**social**, **cultural**, *or* ***historical*** *)* inform the response.	MU:Re7.2.H.IIa *Explain how the* ***analysis*** *of the* ***structures*** and **context** (**social**, **cultural**, *and* **historical**) of *contrasting* musical selections inform the response.	MU:Re7.2.H.IIIa *Demonstrate and justify* how the ***structural*** *characteristics function* within a *variety of* musical selections, and distinguish how **context** (**social**, **cultural**, and **historical**) and *creative decisions* inform the response.	Analyze
Responding	**Anchor Standard 8: Interpret intent and meaning in artistic work.** **Essential Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Essential Question(s): How do we discern the musical creators' and performers' expressive intent?**					Responding
	Novice	**Intermediate**	**Proficient**	**Accomplished**	**Advanced**	
Interpret	MU:Re8.1.H.5a Identify-**interpretations** of the **expressive intent** and meaning of musical selections, referring to the **elements of music**, **context** (**personal** or **social**), and (when appropriate) the **setting of the text**.	MU:Re8.1.H.8a Identify *and support* **interpretations** of the **expressive intent** and meaning of musical selections, *citing as evidence the treatment* of the **elements of music**, **context**, and (when appropriate) the **setting of the text.**	MU:Re8.1.H.Ia *Explain* and support **interpretations** of the **expressive intent** and meaning of musical selections, citing as evidence the treatment of the **elements of music**, **context** (**personal**, **social**, *and* ***cultural***), and (when appropriate) the **setting of the text**, *and outside sources* .	MU:Re8.1.H.IIa Explain and support **interpretations** of the **expressive intent** and meaning of musical selections, citing as evidence the treatment of the **elements of music**, **context** (**personal**, **social**, and **cultural**), and (when appropriate) the **setting of the text**, and *varied researched* sources.	MU:Re8.1.H.IIIa *Establish and justify* **interpretations** of the **expressive intent** and meaning of musical selections by comparing and synthesizing varied researched sources, *including reference to examples from other art forms* .	Interpret
Responding	**Anchor Standard 9: Apply criteria to evaluate artistic work.** **Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?**					Responding
	Novice	**Intermediate**	**Proficient**	**Accomplished**	**Advanced**	
Evaluate	MU:Re9.1.H.5a Identify and describe how interest, experiences, and **contexts** (**personal** or **social**) effect the evaluation of music.	MU:Re9.1.H.8a *Explain the influence* of experiences and **contexts** (**personal**, **social**, or ***cultural*** *)* on interest in and the evaluation of a *varied* ***repertoire*** *of music.*	MU:Re9.1.H.Ia *Develop and apply* ***teacherprovided*** *and* ***established criteria*** based on *personal preference,* ***analysis*** *,* and **context** (**personal**, **social**, *and* **cultural**) to evaluate *individual and small group musical selections for listening.*	MU:Re9.1.H.IIa Apply ***personally-developed*** and **established criteria** based on *research* , personal preference, **analysis**, ***interpretation, expressive intent*** *, and* ***musical qualitie*** **s** to evaluate *contrasting* individual and small group musical selections for listening.	MU:Re9.1.H.IIIa *Develop and justify* evaluations of a variety of individual and small group musical selections for listening based on **personallydeveloped** and **established criteria**, *personal decision making, and knowledge and understanding of* ***context*** *.*	Evaluate

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Connecting

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?

Novice	Intermediate	Proficient	Accomplished	Advanced
MU:Cn10.H.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.0.H.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.0.H.Ia Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.0.H.IIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.0.H.IIIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Connecting

Connecting

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Novice	Intermediate	Proficient	Accomplished	Advanced
MU:Cn11.0.H.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn11.0.H.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn11.0.H.Ia Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn11.0.H.IIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn11.0.H.IIIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Connecting

*Green text indicates modifications by Music Executive Committee members

Music - Music Technology Strand

Creating	**Anchor Standard 1: Generate and conceptualize artistic ideas and work.** **Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.** **Essential Question(s): How do musicians generate creative ideas?**			Creating
	HS Proficient	**HS Accomplished**	**HS Advanced**	
Imagine	MU:Cr1.1.T.Ia Generate melodic, rhythmic, and harmonic ideas for **compositions** or **improvisations** using **digital tools**.	MU:Cr1.1.T.IIa Generate melodic, rhythmic, and harmonic ideas for **compositions** *and* **improvisations** using **digital tools** and ***resources*** .	MU:Cr1.1.T.IIIa Generate melodic, rhythmic, and harmonic ideas for **compositions** and **improvisations** that incorporate **digital tools**, **resources**, *and* ***systems*** .	Imagine
Creating	**Anchor Standard 2: Organize and develop artistic ideas and work.** **Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent. Essential Question(s): How do musicians make creative decisions?**			Creating
	HS Proficient	**HS Accomplished**	**HS Advanced**	
Plan & Make	MU:Cr2.1.T.Ia Select melodic, rhythmic, and harmonic ideas to develop into a larger work using **digital tools** and **resources**.	MU:Cr2.1.T.IIa Select melodic, rhythmic, and harmonic ideas to develop into a larger work *that exhibits* ***unity*** *and* ***variety*** using **digital** and ***analog*** **tools**.	MU:Cr2.1.T.IIIa Select, develop, *and organize* multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits **unity**, **variety**, *complexity, and coherence* using **digital** and **analog tools**, ***resources*** , *and* ***systems*** .	Plan & Make
Creating	**Anchor Standard 3: Refine and complete artistic work.** **Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their creative work?**			Creating
	HS Proficient	**HS Accomplished**	**HS Advanced**	
Evaluate & Refine	MU:Cr3.1.T.Ia Drawing on feedback from teachers and peers, develop and implement strategies to improve and **refine** the **technical** and **expressive aspects** of draft **compositions** and **improvisations**.	MU:Cr3.1.T.IIa *Develop and implement varied strategies to improve* and **refine** the **technical** and **expressive aspects** of draft **compositions** and **improvisations**.	MU:Cr3.1.T.IIIa Develop and implement varied strategies *and apply appropriate* ***criteria*** to improve and **refine** the **technical** and **expressive aspects** of draft **compositions** and **improvisations**.	Evaluate & Refine
Creating	**Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication Essential Question(s): When is creative work ready to share?**			Creating
	HS Proficient	**HS Accomplished**	**HS Advanced**	
Present	MU:Cr3.2.T.Ia **Share compositions** or **improvisations** that demonstrate a proficient level of musical and technological **craftsmanship** as well as the use of **digital tools** and **resources** in developing and organizing **musical ideas**.	MU:Cr3.2.T.IIa **Share compositions** and **improvisations** that demonstrate an *accomplished* level of musical and technological **craftsmanship** *as well as the use of* **digital** and **analog tools** and **resources** in developing and organizing **musical ideas**.	MU:Cr3.2.T.IIIa ***Share*** *a portfolio of musical creations representing varied* ***styles*** *and* ***genres*** *that demonstrates an advanced* level of musical and technological **craftsmanship** as well as the use of **digital** and **analog tools**, **resources** *and* ***systems*** in developing and organizing **musical ideas**.	Present

Music - Music Technology Strand

Performing	**Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.** **Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence Essential Question(s): How do performers select repertoire?**			Performing
	HS Proficient	**HS Accomplished**	**HS Advanced**	
Select	MU:Pr4.I.T.Ia Develop and explain the **criteria** used for selecting a varied **repertoire** of music based on interest, music reading skills, and an understanding of the performer's **technical** and technological **skill**.	MU:Pr4.I.T.IIa Develop and apply **criteria** to select a varied **repertoire** to study and perform based on interest; an understanding of **theoretical** and **structural** characteristics of the music; and the performer's **technical skill** using **digital tools** and **resources**.	MU:Pr4.I.T.IIIa Develop and apply **criteria** to select varied **programs** to study and perform based on interest, an understanding of the **theoretical** and **structural** characteristics, as well as expressive challenges in the music, and the performer's **technical** skill using **digital tools**, **resources**, and **systems**.	Select
Performing	**Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.** **Essential Question(s): How does understanding the structure and context of musical works inform performance?**			Performing
	HS Proficient	**HS Accomplished**	**HS Advanced**	
Analyze	MU:Pr4.2.T.Ia Describe how **context**, **structural** aspects of the music, and **digital** media/**tools** inform prepared and improvised **performances**.	MU:Pr4.2.T.IIa Describe and demonstrate how **context**, ***theoretical*** and **structural** aspects of the music and **digital** media/**tools** inform *and influence* prepared and improvised **performances**.	MU:Pr4.2.T.IIIa *Examine, evaluate and critique* how **context**, **theoretical** and **structural** aspects of the music and **digital** media/**tools** inform and influence prepared and improvised **performances**.	Analyze
Performing	**Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.** **Essential Question(s): How do performers interpret musical works?**			Performing
	HS Proficient	**HS Accomplished**	**HS Advanced**	
Interpret	MU:Pr4.3.T.Ia Demonstrate how understanding the **context,** expressive challenges, and use of **digital tools** in a varied **repertoire** of music influence prepared or improvised **performances**.	MU:Pr4.3.T.IIa Demonstrate how understanding the ***style*** , ***genre*** , **context**, and use of **digital tools** and **resources** in a varied **repertoire** of music influences prepared or improvised **performances** and performers' **ability** to connect with audiences.	MU:Pr4.3.T.IIIa Demonstrate how understanding the **style**, **genre**, **context**, and *integration* of digital technologies in a varied **repertoire** of music *informs* and influences prepared and improvised **performances** *and their* **ability** to connect with audiences.	Interpret
Performing	**Anchor Standard 5: Develop and refine artistic techniques and work for presentation.** **Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, Essential Question(s): How do musicians improve the quality of their performance?**			Performing
	HS Proficient	**HS Accomplished**	**HS Advanced**	
Rehearse, Evaluate, & Refine	MU:Pr5.1.T.Ia Identify and implement rehearsal strategies to improve the **technical** and **expressive aspects** of prepared and improvised **performances** in a varied **repertoire** of music.	MU:Pr5.1.T.IIa *Develop and* implement rehearsal strategies to improve *and* ***refine*** the **technical** and **expressive aspects** of prepared and improvised **performances** in a varied **repertoire** of music.	MU:Pr5.1.T.IIIa *Apply appropriate* ***criteria*** *as well as feedback from multiple sources* and develop and implement *varied* strategies to improve and **refine** the **technical** and **expressive aspects** of prepared and improvised **performances** **i**n *varied* ***programs*** of music.	Rehearse, Evaluate, & Refine
Performing	**Anchor Standard 6: Convey meaning through the presentation of artistic work.** **Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures.** **Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?**			Performing
	HS Proficient	**HS Accomplished**	**HS Advanced**	
Present	MU:Pr6.1.T.Ia Using **digital tools**, demonstrate attention to **technical accuracy** and **expressive qualities** in prepared and improvised **performances** of a varied **repertoire** of music.	MU:Pr6.1.T.IIa Using **digital tools** *and* ***resources*** , demonstrate **technical accuracy** and **expressive qualities** in prepared and improvised **performances** of a varied **repertoire** of music *representing diverse* ***cultures*** *,* ***styles*** *, and* ***genres*** *.*	MU:Pr6.1.T.IIIa *Integrating* ***digital*** *and* ***analog tools*** *and* ***resources*** *,* demonstrate an understanding and attention to **technical accuracy** and **expressive qualities** of the music in prepared and improvised **performances** of a varied **repertoire** of music representing diverse **cultures**, **styles**, **genres**, *and* ***historical periods*** *.*	Present
	MU:Pr6.1.T.Ib Demonstrate an understanding of the **context** of music through prepared and improvised **performances**.	MU:Pr6.1.T.IIb *Demonstrate an understanding of the* ***expressive intent*** *when connecting with an audience* through prepared and improvised **performances**.	MU:Pr6.1.T.IIIb *Demonstrate an* ***ability*** *to connect with audience members before, and engaging with and responding to them* during prepared and improvised **performances***.*	

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Responding	**Anchor Standard 7: Perceive and analyze artistic work** **Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?**			Responding
	HS Proficient	**HS Accomplished**	**HS Advanced**	
Select	MU:Re7.I.T.Ia Cite reasons for choosing music based on the use of the **elements of music**, digital and electronic aspects, and **connections** to interest or **purpose**.	MU:Re7.I.T.IIa *Select and critique contrasting **musical works** , defending opinions* based on manipulations of the **elements of music**, digital and electronic aspects, and the **purpose** and ***context** of the works.*	MU:Re7.I.T.IIIa Select, *describe and compare a variety of musical selections* based on *characteristics* and knowledge of the music, *understanding of* digital and electronic aspects, *and the **purpose** and **context*** of the works.	Select
Responding	**Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?**			Responding
	HS Proficient	**HS Accomplished**	**HS Advanced**	
Analyze	MU:Re7.2.T.Ia Explain how knowledge of the **structure** (repetition, similarities, contrasts), technological aspects, and **purpose** of the music informs the response.	MU:Re7.2.T.IIa Explain how an ***analysis*** of the **structure**, ***context*** , and technological aspects of the music informs the response.	MU:Re7.2.T.IIIa *Demonstrate and justify* how an **analysis** of the **structural** characteristics, **context,** and *technological and creative decisions, informs interest in and response to the music* .	Analyze
Responding	**Anchor Standard 8: Interpret intent and meaning in artistic work.** **Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Essential Question(s): How do we discern the musical creators' and performers' expressive intent?**			Responding
	HS Proficient	**HS Accomplished**	**HS Advanced**	
Interpret	MU:Re8.1.T.Ia Explain and support **an interpretation** of the **expressive intent** of musical selections based on treatment of the **elements of music**, digital and electronic features, and **purpose**.	MU:Re8.1.T.IIa *Connect* the influence of the treatment of the **elements of music**, digital and electronic features, ***context* , purpose**, and *other art forms to* the **expressive intent** of **musical works**.	MU:Re8.1.T.IIIa *Examine, cite research and multiple sources* to connect the influence of the treatment of the **elements of music**, digital and electronic features, **context**, **purpose**, and other art forms to the **expressive intent** of **musical works**.	Interpret
Responding	**Anchor Standard 9: Apply criteria to evaluate artistic work.** **Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?**			Responding
	HS Proficient	**HS Accomplished**	**HS Advanced**	
Evaluate	MU:Re9.1.T.Ia Evaluate music using **criteria** based on **analysis**, **interpretation**, digital and electronic features, and personal interests.	MU:Re9.1.T.IIa *Apply **criteria** to evaluate music* based on **analysis**, **interpretation**, *artistic **intent*** , digital, electronic, and *analog* features, and ***musical qualities*** .	MU:Re9.1.T.IIIa *Develop and justify* the evaluation of a *variety of* music based *on **established** and personally-developed **criteria*** , digital, electronic and analog features, and *understanding of **purpose** and **context*** .	Evaluate

Music - Music Technology Strand

Connecting	**Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.** **Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.** **Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?**			Connecting
	HS Proficient	**HS Accomplished**	**HS Advanced**	
	MU:Cn10.0.T.Ia Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music**.**	MU:Cn10.0.T.IIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.0.T.IIIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	
Connecting	**Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding** **Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.** **Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?**			Connecting
	HS Proficient	**HS Accomplished**	**HS Advanced**	
	MU:Cn11.0.T.Ia Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	MU:Cn11.0.T.IIa Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	MU:Cn11.0.T.IIIa Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	

Music
(General Music, Music Appreciation, Music History)

Creating

Anchor Standard 1: Generate and conceptualize artistic ideas and work.
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
Essential Question(s): How do musicians generate creative ideas?

	Kindergarten (MU:Cr1.1.K)	1st (MU:Cr1.1.1)	2nd (MU:Cr1.1.2)	3rd (MU:Cr1.1.3)	4th (MU:Cr1.1.4)	5th (MU:Cr1.1.5)	6th (MU:Cr1.1.6)	Novice (MU:Cr1.1.7)	Proficient (MU:Cr1.1.8)
Imagine	**a** With **guidance**, **explore** and experience *music* ***concepts*** *(such as* ***beat*** *and* ***melodic contour*** *).*	**a** With limited **guidance**, *create* ***musical ideas*** *(such as answering a musical question) for a specific* ***purpose*** *.*	**a** *Improvise* ***rhythmic and melodic patterns*** *and* ***musical ideas*** for a specific **purpose**.	**a** Improvise rhythmic and melodic ideas, *and describe* ***connection*** *to* specific **purpose** *and* ***context*** *(such as* ***personal*** *and* ***social*** *).*	**a** Improvise rhythmic, melodic, and *harmonic* ideas, and *explain* **connection** to specific **purpose** and **context** (such as **social** and ***cultural*** *).*	**a** Improvise rhythmic, melodic, and harmonic ideas, and explain **connection** to specific **purpose** and **context** (such as **social**, **cultural**, and ***historical*** *).*	**a** Generate simple rhythmic, melodic, and harmonic ***phrases*** within **AB** and **ABA forms** that convey **expressive intent**.	**a** Generate rhythmic, melodic, and harmonic **phrases** and *variations over harmonic accompaniments* within **AB**, **ABA**, or ***theme and variation*** **forms** that convey **expressive intent**.	**a** Generate rhythmic, melodic and harmonic **phrases** *and harmonic accompaniments* within ***expanded forms*** *(including introductions, transitions, and codas*) that convey **expressive intent**.
	b With **guidance**, generate **musical ideas** (such as **movements** or **motives**).	**b** With limited **guidance**, generate **musical ideas** *in multiple* ***tonalities*** *(such as* ***major*** *and* ***minor*** *) and* ***meters*** *(such as duple and triple).*	**b** Generate **musical** patterns and **ideas** *within the* ***context*** *of a given* ***tonality*** (such as **major** and **minor**) *and* ***meter*** (such as duple and triple)*.*	**b** Generate **musical** *ideas* (such as **rhythms** and **melodies**) within a given **tonality** *and/or* **meter**.	**b** Generate **musical ideas** (such as **rhythms**, **melodies,** and *simple accompaniment patterns)* within *related* **tonalities** (such as **major** and **minor**) and **meters**.	**b** Generate **musical ideas** (such as **rhythms**, **melodies**, and accompaniment patterns) within specific related **tonalities**, **meters**, and *simple chord changes.*			

Creating

Imagine

Creating	Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their creative work?										Creating
		Kindergarten (MU:Cr2.1.K)	**1st (MU:Cr2.1.1)**	**2nd (MU:Cr2.1.2)**	**3rd (MU:Cr2.1.3)**	**4th (MU:Cr2.1.4)**	**5th (MU:Cr2.1.5)**	**6th (MU:Cr2.1.6)**	**Novice (MU:Cr2.1.7)**	**Proficient (MU:Cr2.1.8)**	
Plan & Make		**a** With **guidance**, ***demonstrate*** *and choose favorite* ***musical ideas*** .	**a** *With limited* guidance, **demonstrate** *and discuss personal reasons for selecting* ***musical ideas*** *that represent* ***expressive intent*** .	**a** **Demonstrate** and *explain* personal reasons for selecting *patterns and ideas for music* that represent **expressive intent**.	**a** **Demonstrate** *selected* ***musical ideas*** *for a simple* ***improvisation*** *or* ***composition*** *to express* ***intent*** *, and describe* ***connection*** *to a specific* ***purpose*** *and* ***context*** *.*	**a** **Demonstrate** selected *and organized* **musical ideas** for *an* **improvisation**, ***arrangement,*** or **composition** to express **intent**, *and explain* **connection** *to* **purpose** and **context**.	**a** **Demonstrate** selected and *develop* ed **musical ideas** for **improvisations**, ***arrangements*** *, or* ***compositions*** to express **intent**, and explain **connection** to **purpose** and **context**.	**a** Select, organize, construct, and document personal **musical ideas** for ***arrangements*** *and* ***compositions*** within **AB** or **ABA form** that **demonstrate** an effective beginning, middle, and ending, and convey **expressive intent**.	**a** Select, organize, develop and document personal **musical ideas** *for* ***arrangements*** *, songs,* and **compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.**	**a** Select, organize, and document personal **musical ideas** for **arrangements**, songs, and **compositions** within **expanded forms** that **demonstrate** ***tension*** *and* ***release*** , **unity** and **variety,** *balance,* and convey **expressive intent**.	Plan & Make
		a With **guidance**, *organize* personal ***musical ideas*** using **iconic notation** and/or recording technology.	**b** With *limited* **guidance,** use **iconic** *or* ***standard notation*** and/or recording technology *to document and organize* personal **musical ideas***.*	**b** Use **iconic** or **standard** notation and/or recording technology to *combine, sequence,* and document personal **musical ideas**.	**b** Use **standard** and/or **iconic notation** and/or recording technology to document personal *rhythmic and melodic* **musical ideas**.	**b** Use **standard** and/or **iconic notation** and/or recording technology to document personal rhythmic, melodic, *and simple harmonic* **musical ideas**.	**b** Use **standard** and/or **iconic notation** and/or recording technology to document personal rhythmic, melodic, and *twochord* harmonic **musical ideas**.	**b** Use **standard** and/or **iconic notation** and/or audio/ video recording to document personal simple rhythmic **phrases,** melodic *phrases* **,** and *twochord* harmonic **musical ideas**.	**b** Use **standard** and/or **iconic notation** and/or audio/ video recording to document personal simple rhythmic **phrases**, melodic phrases, and ***harmonic sequences*** *.*	**b** Use **standard** and/or **iconic notation** and/or audio/ video recording to document personal rhythmic **phrases**, melodic phrases, and **harmonic sequences**.	

Creating	Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their creative work?										Creating
		Kindergarten (MU:Cr3.1.K)	**1st (MU:Cr3.1.1)**	**2nd (MU:Cr3.1.2)**	**3rd (MU:Cr3.1.3)**	**4th (MU:Cr3.1.4)**	**5th (MU:Cr3.1.5)**	**6th (MU:Cr3.1.6)**	**Novice (MU:Cr3.1.7)**	**Proficient (MU:Cr3.1.8)**	
Evaluate & Refine		**a -** With **guidance**, *apply* personal, peer, and teacher feedback in **refining** personal **musical ideas**.	**a** With limited **guidance**, *discuss and* apply personal, peer, and teacher feedback to **refine** personal **musical ideas**.	**a** ***Interpret*** and apply personal, peer, and teacher feedback *to revise personal music* .	**a** *Evaluate,* ***refine*** **,** *and document* revisions to personal ***musical ideas*** *, applying* ***teacherprovided*** *and* ***collaborativelydeveloped criteria*** *and feedback.*	**a** Evaluate, **refine**, and document revisions to personal *music,* applying **teacher-provided** *and* ***collaborativelydeveloped*** **criteria** and feedback *to show improvement over time.*	**a** Evaluate, **refine**, and document revisions to personal music, applying **teacher-provided** and ***collaboratively*****developed criteria** and feedback, *and explain rationale for changes.*	**a** Evaluate their own work, applying **teacher-provided criteria** such as *application of selected* ***elements of music,*** *and use of sound sources* .	**a** Evaluate their own work, applying selected **criteria** such as *appropriate* application of **elements of music** including ***style*** , ***form*** , and use of sound sources.	**a** Evaluate their own work by selecting and applying **criteria** including *appropriate application of* ***compositional techniques*** **,** **style**, **form,** and use of sound sources.	Evaluate & Refine

								b Describe the rationale for making revisions to the music based on evaluation **criteria** and feedback from their teacher.	**b** Describe the rationale for making revisions to the music based on evaluation **criteria** and feedback from others (teacher *and peers).*	**b** Describe the rationale for **refining** works by explaining the choices, based on evaluation **criteria**.		
Creating	**Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication Essential Question(s): When is creative work ready to share?**											Creating
		Kindergarten (MU:Cr3.2.K)	**1st (MU:Cr3.2.1)**	**2nd (MU:Cr3.2.2)**	**3rd (MU:Cr3.2.3)**	**4th (MU:Cr3.2.4)**	**5th (MU:Cr3.2.5)**	**6th (MU:Cr3.2.6)**	**Novice (MU:Cr3.2.7)**	**Proficient (MU:Cr3.2.8)**		
Present		**a** With **guidance**, ***demonstrate*** *a final version* of personal **musical ideas** to peers.	**a** With limited **guidance**, convey **expressive intent** for a specific **purpose** by ***presenting*** a final version of personal **musical ideas** to peers *or informal audience.*	**a** Convey **expressive intent** for a specific **purpose** by **presenting** a final version of personal **musical ideas** to peers *or informal audience.*	**a** **Present** the final version of personal created music to others, *and describe* **connection** to ***expressive intent*** .	**a** **Present** the final version of personal created music to others, and *explain* **connection** to **expressive intent**.	**a** **Present** the final version of personal created music to others *that* ***demonstrates craftsmanship*** , and explain **connection** to **expressive intent.**	**a** **Present** the final version of their documented personal **composition** or **arrangement**, using **craftsmanship** and originality to demonstrate an effective beginning, middle, and ending, and convey **expressive intent**.	**a** **Present** the final version of their documented personal **composition**, song, or **arrangement**, using **craftsmanship** and originality to demonstrate ***unity and variety,*** and convey **expressive intent**.	**a** **Present** the final version of their documented personal **composition**, song, or **arrangement**, using **craftsmanship** and originality to demonstrate the application of ***compositional techniques*** for creating **unity** and **variety**, ***tension and release*** **,** and *balance* to convey **expressive intent**.		

Music

Performing

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Essential Question(s): How do performers select repertoire?

	Pre K (MU:Pr4.1.PK)	Kindergarten (MU:Pr4.1.K)	1st (MU:Pr4.1.1)	2nd (MU:Pr4.1.2)	3rd (MU:Pr4.1.3)	4th (MU:Pr4.1.4)	5th (MU:Pr4.1.5)	6th (MU:Pr4.1.6)	Novice (MU:Pr4.1.7)	Proficient (MU:Pr4.1.8)
Select		**a** With **guidance**, **demonstrate** *and state personal interest* in varied musical selections.	**a** With limited **guidance**, **demonstrate** *and discuss* personal interest in, *knowledge about, and* ***purpose*** *of* varied musical selections.	**a** **Demonstrate** *and explain* personal interest in, knowledge about, and **purpose** of varied musical selections.	**a** **Demonstrate** and explain *how the selection of music to* ***perform*** *is influenced by personal interest, knowledge,* ***purpose*** *, and* ***context*** *.*	**a** **Demonstrate** and explain how the selection of music to **perform** is influenced by personal interest, knowledge, **context**, *and* ***technical skill*** *.*	**a** **Demonstrate** and explain how the selection of music to **perform** is influenced by personal interest, knowledge, and **context**, as well as *their personal and others'* **technical skill**.	**a** Apply ***teacherprovided*** **criteria** for selecting music to **perform** for a specific **purpose** and/or **context,** and explain why each was chosen.	**a** Apply ***collaborativelydeveloped*** **criteria** for selecting music *of contrasting styles for a* ***program*** with a specific **purpose** and/or **context** and, after discussion, identify ***expressive qualities*** *,* ***technical challenges*** *,* and *reasons* for choices.	**a** Apply ***personallydeveloped*** **criteria** for selecting *music of* contrasting styles for a **program** with a specific **purpose** and/or **context,** and explain **expressive qualities**, **technical challenges**, and reasons for choices.

Performing

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
Essential Question(s): How does understanding the structure and context of musical works inform performance?

	Kindergarten (MU:Pr4.2.K)	1st (MU:Pr4.2.1)	2nd (MU:Pr4.2.2)	3rd (MU:Pr4.2.3)	4th (MU:Pr4.2.4)	5th (MU:Pr4.2.5)	6th (MU:Pr4.2.6)	Novice (MU:Pr4.2.7)	Proficient (MU:Pr4.2.8)
Analyze	**a** With **guidance**, **explore** and **demonstrate** awareness of music *contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for* ***performance*** *.*	**a** With limited **guidance**, **demonstrate** *knowledge* of music **concepts** (such as **beat** *and* ***melodic contour*** *)* in music from a variety of **cultures** selected for **performance**.	**a** **Demonstrate** knowledge of music **concepts** *(such as* ***tonality*** *and* ***meter*** *)* in music from a variety of **cultures** selected for **performance**.	**a** **Demonstrate** *understanding of the* ***structure*** in music selected for **performance**.	**a** **Demonstrate** understanding of the **structure** and *the* ***elements of music*** *(such as* ***rhythm*** *,* ***pitch*** *, and* ***form*** *)* in music selected for **performance**.	**a** **Demonstrate** understanding of the **structure** and the **elements of music** (such as **rhythm**, **pitch**, **form**, and ***harmony***) in music selected for **performance**.	**a** *Explain* how understanding the **structure** and the **elements of music** are used in music selected for **performance**.	**a** Explain and *demonstrate* the **structure** of *contrasting pieces of music* selected for **performance** and how **elements of music** are used.	**a** *Compare* the **structure** of contrasting pieces of music selected for **performance**, explaining how the **elements of music** are used in each.
		b When analyzing selected music, read and perform **rhythmic patterns** using **iconic** or **standard notation**.	**b** When analyzing selected music, read and perform **rhythmic** *and* ***melodic patterns*** using **iconic** or **standard notation**.	**b** When analyzing selected music, read and perform ***rhythmic patterns*** *and melodic* ***phrases*** using **iconic** and **standard notation**.	**b** When analyzing selected music*, r* ead and perform using **iconic** *and/or* **standard notation**.	**b** When analyzing selected music, read and perform using **standard notation**.	**b** When analyzing selected music, read and identify by name or function standard symbols for **rhythm**, **pitch**, **articulation**, and **dynamics**.	**b** When analyzing selected music, read and identify by name or function standard symbols for **rhythm**, **pitch articulation**, **dynamics**, ***tempo*** *, and* ***form*** *.*	**b** When analyzing selected music, **sightread** in *treble or bass clef simple rhythmic, melodic, and/or harmonic notation.*

					c Describe how **context** (such as **personal** and **social**) can inform a **performance**.	c *Explain* how **context** (such as **social** and ***cultural***) informs a **performance**.	c Explain how **context** (such as **social, cultural**, and ***historical***) informs **performances**.	c Identify how **cultural** and **historical context** inform **performances**.	c Identify how **cultural** and **historical context** inform **performances** and result in *different music **interpretations*** .	c Identity how **cultural** and **historical context** inform **performances** and result in different *musical effects* .		
Performing	**Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works?**											Performing
		Kindergarten (MU:Pr4.3.K)	**1st (MU:Pr4.3.1)**	**2nd (MU:Pr4.3.2)**	**3rd (MU:Pr4.3.3)**	**4th (MU:Pr4.3.4)**	**5th (MU:Pr4.3.5)**	**6th (MU:Pr4.3.6)**	**Novice (MU:Pr4.3.7)**	**Proficient (MU:Pr4.3.8)**		
Interpret		a With **guidance**, ***demonstrate*** *awareness of* **expressive qualities** (such as voice quality, **dynamics**, and **tempo**) that support the **creators' expressive intent**.	a **Demonstrate** *and describe* music's **expressive qualities** (such as **dynamics** and **tempo**).	a **Demonstrate** *understanding* of **expressive qualities** (such as **dynamics** and **tempo**) *and how **creators** use them to convey **expressive intent*** .	a **Demonstrate** *and describe* how **intent** is conveyed through **expressive qualities** (such as **dynamics** and **tempo**).	a **Demonstrate** *and explain* how **intent** is conveyed through *interpretive decisions* and **expressive qualities** (such as **dynamics**, **tempo**, and ***timbre***) .	a **Demonstrate** and explain how **intent** is conveyed through interpretive decisions and **expressive qualities** (such as **dynamics**, **tempo**, **timbre**, ***and articulation/style***).	a **Perform** a selected piece of music demonstrating how their **interpretations** of the **elements of music** and the **expressive qualities** (such as **dynamics**, **tempo**, **timbre**, **articulation/style**, and ***phrasing***) convey **intent**.	a **Perform** *contrasting pieces* of music demonstrating their **interpretations** of the **elements of music** and **expressive qualities** (such as **dynamics**, **tempo**, **timbre**, **articulation/style**, and **phrasing**) convey **intent**.	a ***Perform*** *contrasting pieces of music* , *demonstrating as well as explaining how the* music's **intent** is conveyed by their **interpretations** of the **elements of music** and **expressive qualities** (such as **dynamics**, **tempo**, **timbre**, **articulation/style**, and **phrasing**).		Interpret

Performing	Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their performance?										Performing
		Kindergarten (MU:Pr5.1.K)	**1st (MU:Pr5.1.1)**	**2nd (MU:Pr5.1.2)**	**3rd (MU:Pr5.1.3)**	**4th (MU:Pr5.1.4)**	**5th (MU:Pr5.1.5)**	**6th (MU:Pr5.1.6)**	**Novice (MU:Pr5.1.7)**	**Proficient (MU:Pr5.1.8)**	
Rehearse, Evaluate & Refine		**a** With **guidance**, apply personal, teacher, and peer feedback to **refine performances**.	**a** With limited **guidance**, apply personal, teacher, and peer feedback to **refine performances**.	**a** - *Apply **established criteria** to judge the accuracy, expressiveness, and effectiveness of **performances** .*	**a** - Apply **teacherprovided** and ***collaboratively developed* criteria** *and feedback to evaluate accuracy of **ensemble performances** .*	**a** Apply **teacherprovided** and **collaborativelyd eveloped criteria** and feedback to evaluate accuracy *and expressiveness* of **ensemble** *and personal* **performances**.	**a** Apply **teacherprovided** and ***established* criteria** and feedback to evaluate the accuracy and expressiveness of **ensemble** and personal **performances**.	**a** Identify and apply ***teacher-provided* criteria** (such as correct interpretation of notation, **technical accuracy**, originality, and interest) to rehearse, **refine**, and determine when a piece is ready to **perform**.	**a** Identify and apply ***collaborativelydevelope d* criteria** (such as demonstrating correct interpretation of notation, ***technical skill** of performer,* originality, *emotional impac* t, and interest) to rehearse, **refine**, and determine when the music is ready to **perform**.	**a** Identify and apply ***personally-developed* criteria** (such as demonstrating correct interpretation of notation, **technical skill** of performer, originality, emotional impact, ***variety*** , and interest) to rehearse, **refine**, and determine when the music is ready to **perform**.	Rehearse, Evaluate & Refine
		b *With **guidance** , use suggested strategies in rehearsal to improve the **expressive qualities** of music.*	**b** With limited **guidance**, use suggested strategies in rehearsal *to address interpretive challenges* of music.	**b** – Rehearse, *identify* and apply strategies to address interpretive, *performance, and **technical challenges*** of music.	**b** Rehearse to ***refine* technical accuracy, expressive qualities**, and identified performance challenges.	**b** Rehearse to **refine technical accuracy** and **expressive qualities**, *and address performance challenges.*	**b** Rehearse to refine **technical accuracy** and **expressive qualities** to address challenges, *and show improvement over time.*				

Performing	Anchor Standard 6: Convey meaning through the presentation of artistic work. Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?										Performing
		Kindergarten (MU:Pr6.1.K)	**1st (MU:Pr6.1.1)**	**2nd (MU:Pr6.1.2)**	**3rd (MU:Pr6.1.3)**	**4th (MU:Pr6.1.4)**	**5th (MU:Pr6.1.5)**	**6th (MU:Pr6.1.6)**	**Novice (MU:Pr6.1.7)**	**Proficient (MU:Pr6.1.8)**	
Present		**a** With **guidance**, **perform** music with **expression**.	**a** With limited **guidance**, **perform** music for a specific ***purpose*** with **expression**.	**a** **Perform** music for a specific **purpose** with **expression** and ***technical accuracy*** .	**a** **Perform** music with **expression** and **technical accuracy**.	**a** **Perform** music, *alone or with others* , with **expression** and **technical accuracy**, and appropriate **interpretation**.	**a** **Perform** music, alone or with others, with **expression**, **technical accuracy**, *and* appropriate **interpretation**.	**a** **Perform** the music with **technical accuracy** to convey the **creator's intent**.	**a** **Perform** the music with **technical accuracy** and *stylistic **expression*** to convey the **creator's intent**.	**a** **Perform** the music with **technical accuracy**, stylistic **expression**, and ***culturally authentic practices** in music* to convey the **creator's intent**.	Present

		b ***Perform*** *appropriately for the audience.*	**b** **Perform** appropriately for the audience and ***purpose*** **.**	**b** **Perform** appropriately for the audience and **purpose**.	**b** **Demonstrate** ***performance decorum*** *and* ***audience etiquette*** *appropriate for the* ***context*** *and* ***venue*** *.*	**b** **Demonstrate performance decorum** and **audience etiquette** appropriate for the **context**, **venue***, and* ***genre*** *.*	**b** **Demonstrate performance decorum** and **audience etiquette** appropriate for the **context**, **venue**, **genre**, *and* ***style*** *.*	**b** **Demonstrate performance decorum** (*such as stage presence, attire, and behavior)* and **audience etiquette** appropriate for **venue** and **purpose**.	**b** **Demonstrate performance decorum** (such as stage presence, attire, and behavior) and **audience etiquette** appropriate for **venue**, **purpose**, and ***context*** *.*	**b** **Demonstrate performance decorum** (such as stage presence, attire, and behavior) and **audience etiquette** appropriate for **venue**, **purpose**, **context**, and ***style*** *.*		

Music

Responding

Anchor Standard 7: Perceive and analyze artistic work
Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
Essential Question(s): How do individuals choose music to experience?

	Kindergarten (MU:Re7.1.K)	1st (MU:Re7.1.1)	2nd (MU:Re7.1.2)	3rd (MU:Re7.1.3)	4th (MU:Re7.1.4)	5th (MU:Re7.1.5)	6th (MU:Re7.1.6)	Novice (MU:Re7.1.7)	Proficient (MU:Re7.1.8)
Select	**a** With **guidance**, *list* personal interests *and experiences* and **demonstrate** why they prefer some music selections over others.	**a** With limited **guidance**, *identify and* ***demonstrate*** *how* personal interests and experiences *influence musical selection* for specific **purposes**.	**a** *Explain and* **demonstrate** how personal interests and experiences influence musical selection for specific **purposes**.	**a** **Demonstrate** *and describe* how *selected music connects to* and is influenced by specific interests, experiences, or **purposes**.	**a** **Demonstrate** *and explain* how selected music connects to and is influenced by specific interests, experiences, **purposes**, or **contexts**.	**a** **Demonstrate** and explain, *citing evidence,* how selected music connects to and is influenced by specific interests, experiences, **purposes**, or **contexts**.	**a** Select or choose music to listen to and explain the **connections** to specific interests or experiences for a specific **purpose**.	**a** Select or choose contrasting music to listen to and *compare* the **connections** to specific interests or experiences for a specific **purpose**.	**a** Select ***programs*** of music (such as a CD mix or live performances) and demonstrate the **connections** to an interest or experience for a specific **purpose**.

Responding

Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
Essential Question(s): How do individuals choose music to experience?

	Kindergarten (MU:Re7.2.K)	1st (MU:Re7.2.1)	2nd (MU:Re7.2.2)	3rd (MU:Re7.2.3)	4th (MU:Re7.2.4)	5th (MU:Re7.2.5)	6th (MU:Re7.2.6)	Novice (MU:Re7.2.7)	Intermediate (MU:Re7.2.8)
Analyze	**a** With **guidance**, ***demonstrate*** *how a specific music* ***concept*** *(such as* ***beat*** *or* ***melodic direction*** *) is used in music.*	**a** With limited **guidance***,* **demonstrate** *and identify* how specific music **concepts** (such as **beat** *or pitch)* are *used in various styles of music for a* ***purpose*** *.*	**a** *Describe* how specific music ***concepts*** are used *to support a specific* ***purpose*** *in music.*	**a** **Demonstrate** and describe *how a response to music can be informed by the* ***structure*** *, the use of the* ***elements of music*** *, and* ***context*** *(such as* ***personal*** *and* ***social*** *).*	**a** **Demonstrate** *and explain* how responses to music *are* informed by the **structure**, the use of the **elements of music,** and **context** (such as **social** and ***cultural***).	**a** **Demonstrate** and explain, *citing evidence* , how responses to music are informed by the **structure**, the use of the **elements of music,** and **context** (such as **social**, **cultural**, and ***historical***).	**a** Describe how the **elements of music** and **expressive qualities** relate to the **structure** of the pieces.	**a** *Classify and explain* how the **elements of music** and **expressive qualities** relate to the **structure** of contrasting pieces.	**a** *Compare* how the **elements of music** and **expressive qualities** relate to the **structure** *within* ***programs*** of music.
							b Identify the **context** of music from a variety of **genres**, **cultures**, and **historical periods**.	**b** Identify and *compare* the **context** of music from a variety of **genres**, **cultures**, and **historical periods**.	**b** Identify and compare the **context** of ***programs*** of music from a variety of **genres**, **cultures**, and **historical periods**.

Responding	Anchor Standard 8: Interpret intent and meaning in artistic work. Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Essential Question(s): How do we discern the musical creators' and performers' expressive intent?										Responding
		Kindergarten (MU:Re8.1.K)	**1st (MU:Re8.1.1)**	**2nd (MU:Re8.1.2)**	**3rd (MU:Re8.1.3)**	**4th (MU:Re8.1.4)**	**5th (MU:Re8.1.5)**	**6th (MU:Re8.1.6)**	**Novice (MU:Re8.1.7)**	**Proficient (MU:Re8.1.8)**	
Interpret		**a** With **guidance**, ***demonstrate*** *awareness* of **expressive qualities** (such as **dynamics** and **tempo**) that reflect creators'/performers' **expressive intent**.	**a** With *limited* **guidance**, ***demonstrate*** *and identify* ***expressive qualities*** *(such as* ***dynamics*** *and* ***tempo*** *) that reflect creators'/ performers'* ***expressive intent.***	**a** **Demonstrate** *knowledge* of music **concepts** and *how they support creators'/ performers'* ***expressive intent.***	**a** ***Demonstrate*** *and describe how the* ***expressive qualities*** *(such as* ***dynamics*** *and* ***tempo*** *) are used in performers'* ***interpretations*** *to reflect* ***expressive intent*** *.*	**a** **Demonstrate** *and explain* how the **expressive qualities** (such as **dynamics**, **tempo**, and ***timbre***) are used in performers' *and personal* **interpretations** to reflect **expressive intent**.	**a** **Demonstrate** and explain how the **expressive qualities** (such as **dynamics**, **tempo**, **timbre**, and ***articulation***) are used in performers' and personal **interpretations** to reflect **expressive intent**.	**a** Describe a personal **interpretation** of how creators' and performers' application of the **elements of music** and **expressive qualities**, within **genres** and **cultural** and **historical context,** convey **expressive intent**.	**a** Describe a personal **interpretation** of *contrasting* works and explain how creators' and performers' application of the **elements of music** and **expressive qualities**, within **genres**, **cultures**, and **historical periods**, convey **expressive intent**.	**a** *Support* personal **interpretation** of contrasting ***programs*** of music and explain how creators' or performers' apply the **elements of music** and **expressive qualities**, within **genres**, **cultures**, and **historical periods** to convey **expressive intent**.	Interpret

Responding	Anchor Standard 9: Apply criteria to evaluate artistic work. Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?										Responding
		Kindergarten (MU:Re9.1.K)	**1st (MU:Re9.1.1)**	**2nd (MU:Re9.1.2)**	**3rd (MU:Re9.1.3)**	**4th (MU:Re9.1.4)**	**5th (MU:Re9.1.5)**	**6th (MU:Re9.1.6)**	**Novice (MU:Re9.1.7)**	**Proficient (MU:Re9.1.8)**	
Evaluate		**b** With **guidance**, *apply personal and expressive preferences in the evaluation of music.*	**a** With limited **guidance**, apply personal and expressive preferences in the evaluation of music for specific **purposes**.	**a** *Apply* personal and expressive preferences in the evaluation of music for specific **purposes**.	**a** Evaluate ***musical works*** *and* ***performances*** *, applying* ***established criteria*** *, and describe appropriateness to the* ***context*** *.*	**a** Evaluate **musical works** and ***performances*** **,** applying **established criteria**, and *explain* appropriateness to the **context**.	**a** Evaluate **musical works** and **performances**, applying **established criteria**, and explain appropriateness to the **context**, *citing evidence from the* ***elements of music*** *.*	**a** Apply ***teacherprovided*** **criteria** to evaluate **musical works** or **performances**.	**a** Select from ***teacher-provided*** **criteria** to evaluate **musical works** or **performances**.	**a** Apply appropriate ***personally-developed*** **criteria** to evaluate **musical works** or **performances**.	Evaluate

Music

Connecting

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?

Kindergarten (MU:Cn10.1.K)	1st (MU:Cn10.1.1)	2nd (MU:Cn10.1.2)	3rd (MU:Cn10.1.3)	4th (MU:Cn10.1.4)	5th (MU:Cn10.1.5)	6th (MU:Cn10.1.6)	Novice (MU:Cn10.1.7)	Proficient (MU:Cn10.1.8)
a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	**a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	**2a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	**a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	**a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	**a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	**a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	**a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	**a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
MU:Cr3.2.Ka With **guidance**, ***demonstrate*** *a final version* of personal **musical ideas** to peers.	**MU:Cr2.1.1a** *With limited* **guidance**, **demonstrate** *and discuss personal reasons for selecting* ***musical ideas*** *that represent* ***expressive intent.***	**MU:Cr2.1.2a** **Demonstrate** and *explain* personal reasons for selecting *patterns and ideas for their music* that represent **expressive intent**.	**MU:Cr2.1.3a** **Demonstrate** *selected* ***musical ideas*** *for a simple* ***improvisation*** *or* ***composition*** *to express* ***intent,*** *and describe* ***connection*** *to a specific* ***purpose*** *and* ***context*** *.*	**MU:Cr2.1.4a** **Demonstrate** selected *and organized* **musical ideas** for *an* **improvisation**, ***arrangement*** **,** or **composition** to express **intent,** *and explain* **connection** *to* **purpose** and **context**.	**MU:Cr2.1.5a** **Demonstrate** selected and *develop* ed **musical ideas** for **improvisations**, ***arrangements*** *, or* ***compositions*** to express **intent**, and explain **connection** to **purpose** and **context**.	**MU:Cr2.1.6a** Select, organize, construct, and document personal **musical ideas** for ***arrangements*** *and* ***compositions*** within **AB** or **ABA form** that **demonstrate** an effective beginning, middle, and ending, and convey **expressive intent**.	**MU:Cr2.1.7a** Select, organize, develop and document personal **musical ideas** *for* ***arrangements*** *, songs,* and **compositions** within **AB, ABA,** or ***theme and variation*** **forms** that **demonstrate** ***unity*** *and* ***variety*** and convey **expressive intent**.	**MU:Cr2.1.8a** Select, organize, and document personal **musical ideas** for **arrangements**, songs, and **compositions** within **expanded forms** that **demonstrate** ***tension*** *and* ***release*** , **unity** and **variety,** and *balance,* and convey **expressive intent**.
MU:Pr4.1.Ka With **guidance**, **demonstrate** *and state personal interest* in varied musical selections.	**MU:Cr3.2.1a** With limited **guidance**, convey **expressive intent** for a specific **purpose** by ***presenting*** a final version of personal **musical ideas** to peers *or informal audience.*	**MU:Cr3.2.2a** Convey **expressive intent** for a specific **purpose** by **presenting** a final version of personal **musical ideas** to peers *or informal audience.*	**MU:Cr3.2.3a** **Present** the final version of created music for others, *and describe* **connection** to ***expressive intent.***	**MU:Cr3.2.4a** **Present** the final version of created music for others, and *explain* **connection** to **expressive intent**.	**MU:Cr3.2.5a** **Present** the final version of created music for others *that* ***demonstrates craftsmanship*** , and explain **connection** to **expressive intent.**	**MU:Cr3.2.6a** **Present** the final version of their documented personal **composition** or **arrangement**, using **craftsmanship** and originality to demonstrate an effective beginning, middle, and ending, and convey **expressive intent**.	**MU:Cr3.2.7a** **Present** the final version of their documented personal **composition**, song, or **arrangement**, using **craftsmanship** and originality to demonstrate ***unity*** *and* ***variety*** **,** and convey **expressive intent**.	**MU:Cr3.2.8a** **Present** the final version of their documented personal **composition**, song, or **arrangement**, using **craftsmanship** and originality to demonstrate the application of ***compositional techniques*** for creating **unity** and **variety**, ***tension and release*** **,** and *balance* to convey **expressive intent**.

Connecting

		MU:Pr4.3.Ka With **guidance**, ***demonstrate*** *awareness of* **expressive qualities** (such as voice quality, **dynamics**, and **tempo**) that support the **creators' expressive intent**.	**MU:Pr4.3.1a** **Demonstrate** *and describe* music's **expressive qualities** (such as **dynamics** and **tempo**).	**MU:Pr4.3.2a** **Demonstrate** *understanding* of **expressive qualities** (such as **dynamics** and **tempo**) *and how* ***creators*** *use them to convey* ***expressive intent*** .	**MU:Pr4.1.3a** **Demonstrate** and explain *how the selection of music to* ***perform*** *is influenced by personal interest, knowledge,* ***purpose*** *, and* ***context*** .	**MU:Pr4.1.4a** **Demonstrate** and explain how the selection of music to **perform** is influenced by personal interest, knowledge, **context**, *and* ***technical skill*** .	**MU:Pr4.1.5a** **Demonstrate** and explain how the selection of music to **perform** is influenced by personal interest, knowledge, **context**, as well as *their personal and others'* ***technical skill*** .	**MU:Pr4.1.6a** Apply ***teacherprovided*** **criteria** for selecting music to **perform** for a specific **purpose** and/or **context** and explain why each was chosen.	**MU:Pr4.1.7a** Apply ***collaboratively-developed*** **criteria** for selecting music *of contrasting styles for a* ***program*** with a specific **purpose** and/or **context** and, after discussion, identify ***expressive qualities*** *,* ***technical challenges*** , and *reasons* for choices.	**MU:Pr4.1.8a** Apply ***personally-developed*** **criteria** for selecting *music of* contrasting styles for a **program** with a specific **purpose** and/or **context** and explain **expressive qualities**, **technical challenges**, and reasons for choices.	
			MU:Re7.1.1a With limited **guidance**, *identify and* ***demonstrate*** *how* personal interests and experiences *influence musical selection* for specific **purposes**.	**MU:Re7.1.2a** *Explain and* **demonstrate** how personal interests and experiences influence musical selection for specific **purposes**.	**MU:Pr4.3.3a** **Demonstrate** *and describe* how **intent** is conveyed through **expressive qualities** (such as **dynamics** and **tempo**).	**MU:Pr4.3.4a** **Demonstrate** *and explain* how **intent** is conveyed through *interpretive decisions* and **expressive qualities** (such as **dynamics**, **tempo**, and ***timbre*** *)* .	**MU:Pr4.3.5a** **Demonstrate** and explain how **intent** is conveyed through interpretive decisions and **expressive qualities** (such as **dynamics**, **tempo**, **timbre**, *and* ***articulation/style*** *)* .	**MU:Pr4.3.6a** **Perform** a selected piece of music demonstrating how their **interpretations** of the **elements of music** and the **expressive qualities** (such as **dynamics**, **tempo**, **timbre**, **articulation/style**, and ***phrasing***) convey **intent**.	**MU:Pr4.3.7a** **Perform** *contrasting pieces* of music demonstrating their personal **interpretations** of the **elements of music** and **expressive qualities** (such as **dynamics**, **tempo**, **timbre**, **articulation/style**, and **phrasing**) convey **intent**.	**MU:Pr4.3.8a** ***Perform*** *contrasting pieces of music , demonstrating as well as explaining how the* music's **intent** is conveyed by their **interpretations** of the **elements of music** and **expressive qualities** (such as **dynamics**, **tempo**, **timbre**, **articulation/style**, and **phrasing**).	
					MU:Re7.1.3a **Demonstrate** *and describe* how *selected music connects to* and is influenced by specific interests, experiences, or **purposes**.	**MU:Re7.1.4a** **Demonstrate** *and explain* how selected music connects to and is influenced by specific interests, experiences, **purposes**, or **contexts**.	**MU:Re7.1.5a** **Demonstrate** and explain, *citing evidence,* how selected music connects to, and is influenced by specific interests, experiences, **purposes**, or **contexts**.	**MU:Re7.1.6a** Select or choose music to listen to and explain the **connections** to specific interests or experiences for a specific **purpose**.	**MU:Re7.1.7a** Select or choose contrasting music to listen to and *compare* the **connection** to specific interests or experiences for a specific **purpose**.	**MU:Re7.1.8a** Select ***programs*** of music (such as a CD mix or live performances) and demonstrate the **connections** to an interest or experience for a specific **purpose**.	
Connecting	**Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding** **Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.** **Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?**									Connecting
		Kindergarten (MU:Cn11.1.K)	**1st (MU:Cn11.1.1)**	**2nd (MU:Cn11.1.2)**	**3rd (MU:Cn11.1.3)**	**4th (MU:Cn11.1.4)**	**5th (MU:Cn11.1.5)**	**6th (MU:Cn11.1.6)**	**Novice (MU:Cn11.1.7)**	**Proficient (MU:Cn11.1.8)**	
		a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	**a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	**a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	**a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	**a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	**a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	**a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	**a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	

	MU:Pr4.2.Ka With **guidance**, **explore** and **demonstrate** awareness of music *contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for **performance** .*	**MU:Cr1.1.1a** With limited **guidance**, *create **musical ideas** (such as answering a musical question) for a specific **purpose** .*	**MU:Cr1.1.2a** *Improvise **rhythmic and melodic** patterns and **musical ideas*** for a specific **purpose**.	**MU:Cr1.1.3a** Improvise rhythmic and melodic ideas, *and describe **connection** to* specific **purpose** *and **context** (such as **personal** and **social***).	**MU:Cr1.1.4a** Improvise rhythmic, melodic, and *harmonic* ideas, and *explain* **connection** to specific **purpose** and **context** (such as **social** and ***cultural***).	**MU:Cr1.1.5a** Improvise rhythmic, melodic, and harmonic ideas, and explain **connection** to specific **purpose** and **context** (such as **social, cultural**, and ***historical***).	**MU:Cr1.1.6a** Generate simple rhythmic, melodic, and harmonic ***phrases*** within **AB** and **ABA forms** that convey **expressive intent**.	**MU:Cr1.1.7a** Generate rhythmic, melodic, and harmonic **phrases** and *variations over harmonic accompaniments* within **AB, ABA,** or ***theme and variation*** **forms** that convey **expressive intent**.	**MU:Cr1.1.8a** Generate rhythmic, melodic and harmonic **phrases** *and harmonic accompaniments* within ***expanded forms*** *(including introductions, transitions, and codas*) that convey **expressive intent**.
	MU:Re7.2.Ka With **guidance**, ***demonstrate*** *how a specific music **concept** (such as **beat** or **melodic direction**) is used in music.*	**MU:Pr4.2.1a** With limited **guidance**, **demonstrate** *knowledge* of music **concepts** (such as **beat** *and **melodic contour***) in music from a variety of **cultures** selected for **performance**.	**MU:Pr4.2.2a** **Demonstrate** knowledge of music **concepts** *(such as **tonality** and **meter***) in music from a variety of **cultures** selected for **performance**.	**MU:Pr4.2.3c** Describe how **context** (such as **personal** and **social**) can inform a **performance**.	*MU:Pr4.2.4c Explain* how **context** (such as **social** and ***cultural***) informs a **performance**.	MU:Pr4.2.5cExplain how **context** (such as **social, cultural**, and ***historical***) informs **performances**.	MU:Pr4.2.6c Identify how **cultural** and **historical context** inform the **performances**.	**MU:Pr4.2.7c** Identify how **cultural** and **historical context** inform **performance** and results in *different music **interpretations*** .	**MU:Pr4.2.8c** Identity how **cultural** and **historical context** inform **performance** and results in different *musical effects* .
	MU:Re9.1.Ka With **guidance**, *apply personal and expressive preferences in the evaluation of music* .	**MU:Pr6.1.1a** With limited **guidance**, **perform** music for a specific ***purpose*** with **expression**.	**MU:Pr6.1.2a** **Perform** music for a specific **purpose** with **expression** and ***technical accuracy*** .	**MU:Pr6.1.3b** **Demonstrate** ***performance decorum*** *and* ***audience etiquette*** *appropriate for the* ***context*** **and** ***venue.***	**MU:Pr6.1.4b** **Demonstrate** **performance decorum** and **audience etiquette** appropriate for the **context, venue**, *and* ***genre*** .	**MU:Pr6.1.5b** **Demonstrate performance decorum** and **audience etiquette** appropriate for the **context, venue, genre**, *and* ***style*** **.**	**MU:Pr6.1.6b** **Demonstrate performance decorum** (*such as stage presence, attire, and behavior)* and **audience etiquette** appropriate for **venue** and **purpose**.	**MU:Pr6.1.7b** **Demonstrate performance decorum** (such as stage presence, attire, and behavior) and **audience etiquette** appropriate for **venue, purpose**, and ***context*** .	**MU:Pr6.1.8b** **Demonstrate performance decorum** (such as stage presence, attire, and behavior) and **audience etiquette** appropriate for **venue, purpose, context**, and ***style*** .
		MU:Re7.2.1a *With limited **guidance**, **demonstrate** and identify how specific music **concepts** (such as **beat** or pitch) is used in various styles of music for a **purpose*** .	***MU:Re7.2.*** *Describe how specific music-**concepts** are used to support a specific **purpose** in music.*	***MU:Re7.2.3a*** ***Demonstrate*** *and describe how a response to music can be informed by the **structure*** , *the use of the **elements of music*** , *and **context** (such as **personal** and **social***).	***MU:Re7.2.4a*** ***Demonstrate*** *and explain how responses to music are informed by the **structure**, the use of the **elements of music**, and **context** (such as **social** and **cultural***).	***MU:Re7.2.5a*** ***Demonstrate*** *and explain, citing evidence , how responses to music are informed by the **structure**, the use of the **elements of music**, and **context** (such as **social, cultural**, and **historical***).	***MU:Re7.2.6b*** *Identify the **context** of music from a variety of **genres, cultures**, and **historical periods**.*	*MU:Re7.2.7b Identify and compare the **context** of music from a variety of **genres, cultures**, and **historical periods**.*	*MU:Re7.2.8b Identify and compare the **context** of **programs** of music from a variety of **genres, cultures**, and **historical periods**.*

			MU:Re9.1.1a With limited **guidance**, apply personal and expressive preferences in the evaluation of music for specific **purposes**.	**MU:Re9.1.2a** *Apply* personal and expressive preferences in the evaluation of music for specific **purposes**.	**MU:Re9.1.3a** Evaluate ***musical works*** *and* ***performances*** *, applying* ***established criteria*** *, and describe appropriateness to the* ***context*** *.*	MU:Re9.1.4a Evaluate **musical works** and ***performances*** **,** applying **established criteria**, and *explain* appropriateness to the **context**.	**MU:Re9.1.5a** Evaluate **musical works** and **performances**, applying **established criteria**, and explain appropriateness to the **context**, *citing evidence from the* ***elements of music*** *.*	**MU:Re9.1.6a** Apply ***teacher-provided*** **criteria** to evaluate **musical works** or **performances**.	**MU:Re9.1.7a** Select from ***teacher-provided*** **criteria** to evaluate **musical works** or **performances**.	**MU:Re9.1.8a** Apply appropriate ***personally developed*** **criteria** to evaluate musical works or **performances**.		

*Green text indicates modifications by Music Executive Committee members

PERFORMANCE INDICATORS FOR IDAHO WORLD LANGUAGE STANDARDS

Performance Indicators - Communication			
	Novice	Intermediate	Advanced
Interpersonal COMM 1: Interact with others in the target language and gain meaning from interactions in the target language.	Expresses self in conversations that are based upon very familiar topics. Can access a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.	Expresses self and actively participates in conversations on familiar topics using single sentences or a series of sentences.	Expresses self fully to maintain conversations on familiar topics and new concrete academic, social and work related topics.
	Respond to basic questions about themselves and others using a series of highly practiced or memorized phrases.	Handles short social interactions in everyday situations by asking and answering a variety of questions.	Confidently handles changes in situations and is able to share their point of view in discussions.
	Communicate about self, others and everyday life using a series of highly practiced or memorized phrases.	Communicate about self, others and everyday life.	Communicate in paragraph length conversations about themselves, others or events with detail and organization.
Interpretive COMM 2: Discover meaning from what is heard, read or viewed on a variety of topics in the target language.	List key characters and main events from developmentally appropriate narratives based on familiar themes.	Identify the principal characters and discuss the main idea and themes with a piece of literature.	Discuss main ideas and key details of live/recorded discussions, lectures, and presentations from the target culture.
	Identify people and objects within their environment based on oral and written descriptions.	Locate key ideas/items in authentic materials and relate them to people and objects in their own lives.	Analyze main plot, subplot, characters, their descriptions, roles and significance in authentic literary texts.
	Report out the content of brief written messages and short personal notes on familiar topics such as family, school events, and celebrations.	Restate information and react to messages within short articles or video clips from the target culture.	Summarize principal elements of non-fiction articles on topics of current and historical importance to members of the target culture.
	Interpret the meaning of gestures, intonation, and other visual or auditory clues.	Use knowledge acquired in other settings and from other subject areas to comprehend spoken and written messages in the target language.	Compare and contrast cultural nuances of meaning in written and spoken language as expressed by native speakers from the target culture in both formal and informal setting.
Presentational COMM 3: Utilize appropriate media to present an idea to an audience	Present information about themselves or others using simple sentences or memorized phrases.	Express their opinions and state facts about themselves using a series of sentences.	Deliver an organized presentation about a variety of topics that is appropriate for their audience.

PERFORMANCE INDICATORS FOR IDAHO WORLD LANGUAGE STANDARDS

Performance Indicators - Cultures			
	Novice	Intermediate	Advanced
Cultural Practices CLTR 1: Investigate, explain and reflect on the relationship between the **practices** and perspectives of the cultures studied in the target language.	Use appropriate gestures within the classroom environment.	Use formal and informal forms of address appropriately in rehearsed situations.	Use formal and informal forms of address appropriately in unrehearsed situations.
	Imitate appropriate etiquette from the target culture.	Begin to adjust language and message to acknowledge audiences with varied cultural backgrounds.	Adjust language, messages, and behaviors to acknowledge audiences with varied cultural backgrounds.
	List cultural practices observed in a video from the target culture.	Suggest reasons for connecting cultural practices to associated products and perspectives.	Provide evidence based reasoning for connecting cultural practices to associated products and perspectives.
	Role play simple interactions in stores and restaurants in the target culture.	Role play culturally appropriate interactions with shop keepers, ticket sellers, waiters, taxi drivers, etc. in the target culture.	Utilize culturally appropriate behaviors and language in a variety of situations in the target language.
Cultural Products CLTR 2: Investigate, explain and reflect on the relationship between the **products** and perspectives of the cultures studied in the target language.	Give simple reasons for the role and importance of products from the target culture.	Identify, investigate and analyze the function of everyday objects produced in the culture.	Research in detail the role and importance of products from the target cultures.
	Identify the author/country of origin for short poems, stories, or plays from the target culture.	Identify and analyze cultural products found in literature, news stories, and films from the target culture.	Identify and analyze the role and importance of cultural products found in literature, news stories and film.
	Make simple connections between cultural products, associated practices and possible perspectives from the target culture.	Create connections based on background knowledge between cultural products, associated practices, and perspectives.	Provide evidence-based insights connecting cultural products, associated practices, and perspectives.

PERFORMANCE INDICATORS FOR IDAHO WORLD LANGUAGE STANDARDS

Performance Indicators - Connections			
	Novice	Intermediate	Advanced
Making connections CONN 1: Build, reinforce, and expand knowledge of other disciplines while using the target language to develop critical thinking/creative problem solving skills.	Use skills gained in other content areas to study key historical figures/events in the target culture.	Seek out articles/multimedia in the target language for content being studied or previously studied in history and English.	Write a critical analysis for a movie where the target language is spoken.
	Use skills gained in other content areas to convert currencies, weights, and measures from the United States' standard to that of the target culture in order to understand prices, size and distance.	Use skills gained in other content areas to analyze the impact of currencies rates, and measurement systems on those that travel from the United States to a country with the target culture.	Research and discuss how various governmental structures might impact global issues such as currency rates or travel visas.
	Use skills gained in other content areas to discuss the similarities and differences between the cultural norm in the United States and that of the target culture (ex. food, clothing, music)	Analyze and report on the similarities and differences between the cultural norm in the United States and that of the target culture (ex. food, clothing, music) using knowledge from other content areas.	Explore, discuss and debate topics from other academic subjects (ex. political and historical concepts, worldwide health issues, and environmental concerns).
	Read text from the target culture (ex. maps) using skills gained in other content areas.	Analyze text from the target culture using skills gained in other content areas.	Write and/or produce an original work that highlights a challenge facing people in countries where the target language in spoken.
Acquiring information/perspectives CONN 2: Access and evaluate information and diverse perspectives that are available through the target language and its cultures.	Interpret main idea from infographics showing statistics such as number of endangered species, changes in population.	Access charts and surveys about daily life in the target culture and compare them with similar events in the United States.	Research an issue of global importance and provide insight into the issue from the perspective of the target culture.
	Identify main idea of current events reported in the news about the target culture.	Compare current events reported in the news to similar events in the United States	Research and debate current events in the target culture.
	Access short texts and videos from the target culture.	View publicity and promotional information from the target culture.	Compare, analyze, and present on how and why advertisements for the same product differ in the target culture and the United States.

PERFORMANCE INDICATORS FOR IDAHO WORLD LANGUAGE STANDARDS

Performance Indicators - Comparisons			
	Novice	Intermediate	Advanced
Language COMP 1: Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	Compare word order and sentence structure between their own language and the target language.	Hypothesize about the similarities of languages based on the use of cognates and idioms.	Compare the choice/use of particular grammatical structures among languages.
	Observe the use of formal and informal structures in the target language.	Match groups of people with ways of expressing respect in the target culture.	Identify, compare and analyze how language functions in society and regional/national linguistic patterns in the target language.
	Report similarities and differences between the sound and writing systems of their own language and the target language.	Identify patterns and explain discrepancies between the sound and writing systems of their own language and the target language.	Compare the writing system of the target language to their own and discuss the nature of other writing systems.
Culture COMP 2: Investigate, explain, and reflect on the concept of culture through the comparisons of the cultures studied and their own.	Compare daily routines, celebrations etc. in their culture and the target culture.	Compare and contrast the role of family, schools schedules, value of social media etc. in their culture and the target culture.	Compare and contrast the value placed on work, leisure time, health and wellness in their culture and the target culture.
	Identify, describe and compare/contrast products and their use in the target culture and their own (ex. toys, clothing, food).	Identify, investigate and compare/contrast the function of everyday objects (ex. toys, tools, clothing, food) produced in the target culture and their own.	Identify, analyze and discuss tangible and intangible products and their use in the target culture and their own as represented in authentic materials.
	Observe, identify, and compare/contrast simple patterns of behavior or interactions in various settings in the target culture and their own.	Document and contrast verbal and non-verbal behavior in daily activities among peers or mixed groups in the target culture and their own.	Compare cultural nuances of meanings of words, idioms, and vocal inflections in the target language and their own.
	Identify and discuss similarities and differences in themes and techniques in creative works from the target cultures and their own.	Hypothesize about the relationship between cultural perspectives and expressive products (visual arts, music, and literature) by analyzing selected products for the target culture and their own.	Identify, examine and analyze the relationship between cultural products, practices, and perspectives in the target culture and their own by conducting research, observations, or interviews.

PERFORMANCE INDICATORS FOR IDAHO WORLD LANGUAGE STANDARDS

Performance Indicators - Communities			
School and Global Communities COMT 1: Interact and collaborate in communities and the globalized world both within and beyond the classroom.	Novice	Intermediate	Advanced
	Communicate on a personal level with speakers of the language in person or via email, video chats etc.	Present information gained from a native speaker about a cultural event or topic of interest in the target language.	Communicate orally or in writing with members of the other culture regarding topics of personal interest, community issues, or world concerns.
	Identify professions that require proficiency in another language.	Discuss steps to becoming a professional in a field requiring language proficiency.	Participate in a career exploration or school-to-work project which requires proficiency in the language and culture.
	Simulate interactions that might take place in a community setting using the target culture/language.	Discuss their preferences/opinions concerning leisure activities and current events, in written form or orally, with peers who speak the target language.	Discuss and express opinions on current events and issues through interpersonal oral or written exchanges with speakers of the target language and/or students in class.
Lifelong learning COMT 2: Reflect on progress using languages for enjoyment, enrichment, and advancement.	Reflect on their progress in communication skills and collect evidence to support their growth.	Collect evidence showing that learning targets for each unit have been met.	Document language growth through collecting evidence and records that support meeting or exceeding the learning targets for each unit.
	Explore and interpret media and materials from the target culture for enjoyment.	Exchange information with native speakers and use various media to view cultural events for entertainment/learning.	Attend events or use media from the target culture for entertainment or personal growth.
	Attend cultural or social events from the target culture.	Seek community /online activities that foster an interaction with native speakers of the target language.	Explore online resources to find sites of personal interest where they can use the target language to maintain and increase their language skills.

THEATRE

Anchor Standard 1: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry.
Essential Question(s): What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

Creating	K TH:Cr1.1.K.	1 TH:Cr1.1.1.	2 TH:Cr1.1.2.	3 TH:Cr1.1.3.	4 TH:Cr1.1.4.	5 TH:Cr.1.1.5.	6 TH:Cr1.1.6	7 TH:Cr.1.1.7.	8 TH:Cr1.1.8.	HS Proficient TH:Cr1.1.I.	HS Accomplished TH:Cr1.1.II.	HS Advanced TH:Cr1.1.III.	Creating
Envision/Conceptualize	a. With prompting and support, invent and inhabit an imaginary elsewhere in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Propose potential choices characters could make in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Propose potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Create roles, imagined worlds, and improvised stories in a drama/theatre work.	a. Articulate the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.	a. Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work.	a. Identify possible solutions to staging challenges in a drama/theatre work.	a. Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.	a. Imagine and explore multiple perspectives and solutions to staging problems in a drama/ theatre work.	a. Apply basic research to construct ideas about the visual composition of a drama/theatre work.	a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.	a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/ theatre work.	Envision/Conceptualize
	b. With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	b. Collaborate with peers to conceptualize costumes and props in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Collaborate with peers to conceptualize scenery in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/theatre work.	b. Visualize and design technical elements that support the story and given circumstances in a drama/theatre work.	b. Propose design ideas that support the story and given circumstances in a drama/theatre work.	b. Identify solutions to design challenges in a drama/theatre work.	b. Explain and present solutions to design challenges in a drama/ theatre work.	b. Imagine and explore solutions to design challenges of a performance space in a drama/theatre work.	b. Explore the impact of technology on design choices in a drama/theatre work.	b. Understand and apply technology to design solutions for a drama/theatre work.	b. Create a complete design for a drama/theatre work that incorporates all elements of technology.	
		c. Identify ways in which gestures and movement may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).	c. Identify ways in which voice and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).	c. Collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.	c. Imagine how a character might move to support the story and given circumstances in a drama/theatre work.	c. Imagine how a character's inner thoughts impact the story and given circumstances in a drama/ theatre work	c. Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.	c. Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theatre work.	c. Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.	c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.	c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.	c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.	

Creating	Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Theatre artists work to discover different ways of communicating meaning. Essential Question(s): How, when, and why do theatre artists' choices change?													Creating
		K **TH:Cr2-K.**	**1** **TH:Cr2-1.**	**2** **TH:Cr2-2.**	**3** **TH:Cr2-3.**	**4** **TH:Cr2-4.**	**5** **TH:Cr2-5.**	**6** **TH:Cr2-6.**	**7** **TH:Cr2-7.**	**8** **TH:Cr2-8.**	**HS Proficient** **TH:Cr2-I.**	**HS Accomplished** **TH:Cr2-II.**	**HS Advanced** **TH:Cr2-III.**	
Develop		a. With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Contribute to the development of a sequential plot in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Collaborate with peers to devise meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Participate in methods of investigation to devise original ideas for a drama/theatre work.	a. Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and plots.	a. Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances.	a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.	a. Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context.	a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work.	a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.	a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.	a. Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or nonwestern theatre traditions.	Develop
		b. With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., creative drama, process drama, story drama).	b. With prompting and support, participate in group decision making in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Contribute ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Compare ideas with peers and make selections that will enhance and deepen group drama/theatre work.	b. Make and discuss group decisions and identify responsibilities required to present a drama/theatre work to peers.	b. Participate in defined responsibilities required to present a drama/theatre work informally to an audience.	b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.	b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.	b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.	b. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.	b. Cooperate as a creative team to make interpretive choices for a drama/theatre work.	b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.	

Creating	**Anchor Standard 3: Refine and complete artistic work.** **Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.** **Essential Question(s): How do theatre artists transform and edit their initial ideas?**												Creating
		K **TH:Cr3.1.K.**	**1** **TH:Cr3.1.1.**	**2** **TH:Cr3.1.2.**	**3** **TH:Cr3.1.3.**	**4** **TH:Cr3.1.4.**	**5** **TH:Cr3.1.5.**	**6** **TH:Cr3.1.6.**	**7** **TH:Cr3.1.7.**	**8** **TH:Cr3.1.8.**	**HS Proficient** **TH:Cr3.1.I.**	**HS Accomplished** **TH:Cr3.1.II.**	**HS Advanced** **TH:Cr3.1.III.**	
Rehearse		a. With prompting and support, ask and answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Contribute to the adaptation of the plot in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Contribute to the adaptation of dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama theatre work.	a. Revise and improve an improvised or scripted drama/theatre work through repetition and collaborative review.	a. Revise and improve an improvised or scripted drama/theatre work through repetition and self-review.	a. Articulate and examine choices to refine a devised or scripted drama/theatre work.	a. Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.	a. Use repetition and analysis in order to revise devised or scripted drama/theatre work.	a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.	a. Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.	a. Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and conventions.	Rehearse
			b. Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Use and adapt sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work.	b. Develop physical and vocal exercise techniques for an improvised or scripted drama/theatre work.	b. Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work.	b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.	b. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work	b. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theatre work.	b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.	b. Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work.	b. Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.	
			c. Collaborate to imagine multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).	c. Generate independently multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama.	c. Practice and refine design and technical choices to support a devised or scripted drama/theatre work.	c. Collaborate on solutions to design and technical problems that arise in rehearsal for a drama/theatre work.	c. Create innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.	c. Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre work.	c. Consider multiple planned technical design elements during the rehearsal process for a devised or scripted drama/theatre work.	c. Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted drama/ theatre work.	c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/ theatre work.	c. Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.	c. Apply a high level of technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/theatre work.	

THEATRE

Performing

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.
Essential Question(s): Why are strong choices essential to interpreting a drama or theatre piece?

	K TH:Pr4.1.K.	1 TH:Pr4.1.1.	2 TH:Pr4.1.2.	3 TH:Pr4.1.3.	4 TH:Pr4.1.4.	5 TH:Pr4.1.5.	6 TH:Pr4.1.6.	7 TH:Pr4.1.7.	8 TH:Pr4.1.8.	HS Proficient TH:Pr4.1.I.	HS Accomplished TH:Pr4.1.II.	HS Advanced TH:Pr4.1.III.
Select	a. With prompting and support, identify characters and setting in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Describe a story's character actions and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Interpret story elements in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Apply the elements of dramatic structure to a story and create a drama/theatre work.	a. Modify the dialogue and action to change the story in a drama/theatre work.	a. Describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work.	a. Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.	a. Consider various staging choices to enhance the story in a drama/theatre work.	a. Explore different pacing to better communicate the story in a drama/theatre work.	a. Examine how character relationships assist in telling the story of a drama/theatre work.	a. Discover how unique choices shape believable and sustainable drama/ theatre work.	a. Apply reliable research of directors' styles to form unique choices for a directorial concept in a drama/theatre work.
		b. Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Alter voice and body to expand and articulate nuances of a character in a guided drama experience (e.g., (e.g., process drama, story drama, creative drama).	b. Investigate how movement and voice are incorporated into drama/theatre work.	b. Make physical choices to develop a character in a drama/theatre work.	b. Use physical choices to create meaning in a drama/theatre work.	b. Experiment with various physical choices to communicate character in a drama/theatre work.	b. Use various character objectives in a drama/theatre work.	b. Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.	b. Shape character choices using given circumstances in a drama/theatre work.	b. Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.	b. Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work.

Performing

Select

Performing	Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design. Essential Question(s): What can I do to fully prepare a performance or technical design?													Performing
		K **TH:Pr5.1.K.**	**1** **TH:Pr5.1.1.**	**2** **TH:Pr5.1.2.**	**3** **TH:Pr5.1.3.**	**4** **TH:Pr5.1.4.**	**5** **TH:Pr5.1.5.**	**6** **TH:Pr5.1.6.**	**7** **TH:Pr5.1.7.**	**8** **TH:Pr5.1.8.**	**HS Proficient** **TH:Pr5.1.I.**	**HS Accomplished** **TH:Pr5.1.II.**	**HS Advanced** **TH:Pr5.1.III.**	
Preparing		a. With prompting and support, understand that voice and sound are fundamental to dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama).	a. With prompting and support, identify and understand that physical movement is fundamental to guided drama experiences (e.g., process drama, story drama, creative drama).	a. Demonstrate the relationship between and among body, voice, and mind in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.	a. Practice selected exercises that can be used in a group setting for drama/theatre work.	a. Choose acting exercises that can be applied to a drama/theatre work.	a. Recognize how acting exercises and techniques can be applied to a drama/theatre work.	a. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.	a. Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.	a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.	a. Refine a range of acting skills to build a believable and sustainable drama/theatre performance.	a. Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.	Preparing
		b. With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	b. With prompting and support, identify technical elements that can be used in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Explore technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Identify the basic technical elements that can be used in drama/theatre work.	b. Propose the use of technical elements in a drama/theatre work.	b. Demonstrate the use of technical elements in a drama/theatre work.	b. Articulate how technical elements are integrated into a drama/ theatre work.	b. Choose a variety of technical elements that can be applied to a design in a drama/theatre work.	b. Use a variety of technical elements to create a design for a rehearsal or drama/theatre production.	b. Use researched technical elements to increase the impact of design for a drama/theatre production.	b. Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.	b. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.	

Performing	Anchor Standard 6: Convey meaning through the presentation of artistic work. Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience. Essential Question(s): What happens when theatre artists and audiences share a creative experience?													Performing
		K **TH:Pr6.1.K.**	**1** **TH:Pr6.1.1.**	**2** **TH:Pr6.1.2.**	**3** **TH:Pr6.1.3.**	**4** **TH:Pr6.1.4.**	**5** **TH:Pr6.1.5.**	**6** **TH:Pr6.1.6.**	**7** **TH:Pr6.1.7.**	**8** **TH:Pr6.1.8.**	**HS Proficient** **TH:Pr6.1.I.**	**HS Accomplished** **TH:Pr6.1.II.**	**HS Advanced** **TH:Pr6.1.III.**	
Share, Present		a. With prompting and support, use voice and sound in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. With prompting and support, use movement and gestures to communicate emotions in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers.	a. Practice drama/theatre work and share reflections individually and in small groups.	a. Share small-group drama/theatre work, with peers as audience.	a. Present drama/theatre work informally to an audience.	a. Adapt a drama/theatre work and present it informally for an audience.	a. Participate in rehearsals for a drama/theatre work that will be shared with an audience.	a. Perform a rehearsed drama/theatre work for an audience.	a. Perform a scripted drama/theatre work for a specific audience.	a. Present a drama/theatre work using creative processes that shape the production for a specific audience.	a. Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.	Share, Present

THEATRE

Anchor Standard 7: Perceive and analyze artistic work
Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.
Essential Question(s): How do theatre artists comprehend the essence of drama processes and theatre experiences?

Responding		K TH:Re7.1.K.	1 TH:Re7.1.1.	2 TH:Re7.1.2.	3 TH:Re7.1.3.	4 TH:Re7.1.4.	5 TH:Re7.1.5.	6 TH:Re7.1.6.	7 TH:Re7.1.7.	8 TH:Re7.1.8.	HS Proficient TH:Re7.1.I.	HS Accomplished TH: Re7.1.II.	HS Advanced TH: Re7.1.-III.	Responding
Reflect		a. With prompting and support, express an emotional response to characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Recall choices made in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Understand why artistic choices are made in a drama/theatre work.	a. Identify artistic choices made in a drama/theatre work through participation and observation.	a. Explain personal reactions to artistic choices made in a drama/theatre work through participation and observation.	a. Describe and record personal reactions to artistic choices in a drama/theatre work.	a. Compare recorded personal and peer reactions to artistic choices in a drama/ theatre work.	a. Apply criteria to the evaluation of artistic choices in a drama/theatre work.	a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.	a. Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.	a. Use historical and cultural context to structure and justify personal responses to a drama/theatre work.	Reflect

Anchor Standard 8: Interpret intent and meaning in artistic work.
Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.
Essential Question(s): How can the same work of art communicate different messages to different people?

Responding	K	1	2	3	4	5	6	7	8	HS Proficient	HS Accomplished	HS Advanced	Responding
	TH:Re8.1.K.	TH:Re8.1.1.	TH:Re8.1.2.	TH:Re8.1.3.	TH:Re8.1.4.	TH:Re8.1.5.	TH:Re8.1.6.	TH:Re8.1.7.	TH:Re8.1.8.	TH:Re8.1.I.	TH:Re8.1.II.	TH:Re8.1.III.	
Interpret	a. With prompting and support, identify preferences in dramatic play, a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.	a. Explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.	a. Explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.	a. Consider multiple personal experiences when participating in or observing a drama/theatre work.	a. Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work.	a. Justify responses based on personal experiences when participating in or observing a drama/theatre work.	a. Explain how artists make choices based on personal experience in a drama/theatre work.	a. Identify the artistic choices made based on personal experience in a drama/theatre work.	a. Recognize and share artistic choices when participating in or observing a drama/theatre work.	a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.	a. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.	a. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/ theatre work.	Interpret
	b. With prompting and support, name and describe settings in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	b. Identify causes of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).	b. Identify causes and consequences of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).	b. Consider multiple ways to develop a character using physical characteristics and prop or costume design choices that reflect cultural perspectives in drama/theatre work.	b. Compare and contrast the qualities of characters in a drama/theatre work through physical characteristics and prop or costume design choices that reflect cultural perspectives.	b. Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.	b. Identify cultural perspectives that may influence the evaluation of a drama/theatre work.	b. Describe how cultural perspectives can influence the evaluation of drama/theatre work.	b. Analyze how cultural perspectives influence the evaluation of a drama/theatre work.	b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work.	b. Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.	b. Use new understandings of cultures and contexts to shape personal responses to drama/theatre work.	
		c. Explain or use text and pictures to describe how personal emotions and choices compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama).	c. Explain or use text and pictures to describe how others' emotions and choices may compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama).	c. Examine how connections are made between oneself and a character's emotions in drama/theatre work.	c. Identify and discuss physiological changes connected to emotions in drama/ theatre work.	c. Investigate the effects of emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.	c. Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/ theatre work.	c. Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theatre work.	c. Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.	c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.	c. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.	c. Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work.	

Responding

Anchor Standard 9: Apply criteria to evaluate artistic work.
Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.
Essential Question(s): How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

	K TH:Re9.1.K.	1 TH:Re9.1.1.	2 TH:Re9.1.2.	3 TH:Re9.1.3.	4 TH:Re9.1.4.	5 TH:Re9.1.5.	6 TH:Re9.1.6.	7 TH:Re9.1.7.	8 TH:Re9.1.8.	HS Proficient TH:Re9.1.I.	HS Accomplished TH:Re9.1.II.	HS Advanced TH:Re9.1.III.
Evaluate	a. With prompting and support, actively engage with others in dramatic play or a guided drama experience ((e.g., process drama, story drama, creative drama).	a. Build on others' ideas in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Collaborate on a scene in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Understand how and why groups evaluate drama/theatre work.	a. Propose a plan to evaluate drama/theatre work.	a. Develop and implement a plan to evaluate drama/theatre work.	a. Use supporting evidence and criteria to evaluate drama/theatre work.	a. Explain preferences, using supporting evidence and criteria to evaluate drama/theatre work.	a. Respond to a drama/ theatre work using supporting evidence, personal aesthetics, and artistic criteria.	a. Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.	a. Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.	a. Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.
		b. Identify props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Use a prop or costume in a guided drama experience (e.g., process drama, story drama, creative drama) to describe characters, settings, or events.	b. Consider and analyze technical elements from multiple drama/theatre works.	b. Investigate how technical elements may support a theme or idea in a drama/theatre work.	b. Assess how technical elements represent the theme of a drama/theatre work.	b. Apply the production elements used in a drama/theatre work to assess aesthetic choices.	b. Consider the aesthetics of the production elements in a drama/theatre work.	b. Apply the production elements used in a drama/theatre work to assess aesthetic choices.	b. Consider the aesthetics of the production elements in a drama/theatre work.	b. Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.	b. Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work.
		c. Compare and contrast the experiences of characters in a guided drama experience (e.g., process drama, story drama, creative drama).	c. Describe how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).	c. Evaluate and analyze problems and situations in a drama/theatre work from an audience perspective.	c. Observe how a character's choices impact an audience's perspective in a drama/theatre work.	c. Recognize how a character's circumstances impact an audience's perspective in a drama/theatre work.	c. Identify a specific audience or purpose for a drama/theatre work.	c. Identify how the intended purpose of a drama/theatre work appeals to a specific audience.	c. Assess the impact of a drama/theatre work on a specific audience.	c. Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.	c. Verify how a drama/theatre work communicates for a specific purpose and audience.	c. Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.

THEATRE

Connecting

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.
Essential Question(s): What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

	K TH:Cn10.1.K.	1 TH:Cn10.1.1.	2 TH:Cn10.1.2.	3 TH:Cn10.1.3.	4 TH:Cn10.1.4.	5 TH:Cn10.1.5.	6 TH:Cn10.1.6.	7 TH:Cn10.1.7.	8 TH:Cn10.1.8.	HS Proficient TH:Cn10.1.I.	HS Accomplished TH:Cn10.1.II.	HS Advanced TH:Cn10.1.III.
Empathize	a. With prompting and support, identify similarities between characters and oneself in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Identify character emotions in a guided drama experience (e.g., process drama, story drama, creative drama) and relate it to personal experience.	a. Relate character experiences to personal experiences in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Use personal experiences and knowledge to make connections to community and culture in a drama/theatre work.	a.Identify the ways drama/theatre work reflects the perspectives of a community or culture.	a. Explain how drama/theatre connects oneself to a community or culture.	a. Explain how the actions and motivations of characters in a drama/theatre work impact perspectives of a community or culture.	a. Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.	a. Examine a community issue through multiple perspectives in a drama/theatre work.	a. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.	a. Choose and interpret a drama/theatre work to reflect or question personal beliefs.	a. Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.

Connecting

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.
Essential Question(s): What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

	K TH:Cn11.1.K.	1 TH:Cn11.1.1.	2 TH:Cn11.1.2.	3 TH:Cn11.1.3.	4 TH:Cn11.1.4.	5 TH:Cn11.1.5.	6 TH:Cn11.1.6.	7 TH:Cn11.1.7.	8 TH:Cn11.1.8.	HS Proficient TH:Cn11.1.I.	HS Accomplished TH:Cn11.1.II.	HS Advanced TH:Cn11.1.III.
	a. With prompting and support, identify skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Apply skills and knowledge from different art forms and content areas in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Determine appropriate skills and knowledge from different art forms and content areas to apply in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Identify connections to community, social issues and other content areas in drama/theatre work.	a. Respond to community and social issues and incorporate other content areas in drama/theatre work.	a. Investigate historical, global and social issues expressed in drama/theatre work.	a. Identify universal themes or common social issues and express them through a drama/theatre work.	a. Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a drama/theatre work with a particular cultural, global, or historic context.	a. Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.	a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.	a. Integrate conventions and knowledge from different art forms and other disciplines to develop a crosscultural drama/theatre work.	a. Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems.
	a. With prompting and support, identify stories that are different from one another in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Identify similarities and differences in stories from one's own community in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Identify similarities and differences in stories from multiple cultures in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Explore how stories are adapted from literature to drama/theatre work.	a. Investigate crosscultural approaches to storytelling in drama/theatre work.	a. Analyze commonalities and differences between stories set in different cultures in preparation for a drama/theatre work.	a. Research and analyze two different versions of the same drama/theatre story to determine differences and similarities in the visual and aural world of each story.	a. Research and discuss how a playwright might have intended a drama/theatre work to be produced.	a. Research the story elements of a staged drama/theatre work and compare them to another production of the same work.	a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.	a. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.	a. Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research.

Interrelate

		b. With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	b. Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Collaborate on the creation of a short scene based on a non-fiction literary source in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Examine how artists have historically presented the same stories using different art forms, genres, or drama/theatre conventions.	b. Compare the drama/theatre conventions of a given time period with those of the present.	b. Identify historical sources that explain drama/theatre terminology and conventions.	b. Investigate the time period and place of a drama/theatre work to better understand performance and design choices.	b. Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theatre work.	b. Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.	b. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.	b. Explore how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work.	b. Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research.	

VISUAL ARTS

Creating

Anchor Standard 1: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.
Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Investigate – Plan – Make

	Kindergarten VA:Cr1.1.Ka	1st VA:Cr1.1.1a	2nd VA:Cr1.1.2a	3rd VA:Cr1.1.3a	4th VA:Cr1.1.4a	5th VA:Cr1.1.5a	6th VA:Cr1.1.6a	7th VA:Cr1.1.7a	8th VA:Cr1.1.8a	HS Proficient VA:Cr1.1.Ia	HS Accomplished VA:Cr1.1.IIa	HS Advanced VA:Cr1.1.IIIa
	Engage in exploration and imaginative play with materials.	Engage collaboratively in exploration and imaginative play with materials.	Brainstorm collaboratively multiple approaches to an art or design problem.	Elaborate on an imaginative idea.	Brainstorm multiple approaches to a creative art or design problem.	Combine ideas to generate an innovative idea for art-making.	Combine concepts collaboratively to generate innovative ideas for creating art.	Apply methods to overcome creative blocks.	Document early stages of the creative process visually and/or verbally in traditional or new media.	Use multiple approaches to begin creative endeavors.	Individually or collaboratively formulate new creative problems based on student's existing artwork.	Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.

Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.
Essential Question(s): How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

	Kindergarten VA:Cr1.2.Ka	1st VA:Cr1.2.1a	2nd VA:Cr1.2.2a	3rd VA:Cr1.2.3a	4th VA:Cr1.2.4a	5th VA:Cr1.2.5a	6th VA:Cr1.2.6a	7th VA:Cr1.2.7a	8th VA:Cr1.2.8a	HS Proficient VA:Cr1.2.Ia	HS Accomplished VA:Cr1.2.IIa	HS Advanced VA:Cr1.2.IIIa
	Engage collaboratively in creative art-making in response to an artistic problem.	Use observation and investigation in preparation for making a work of art.	Make art or design with various materials and tools to explore personal interests, questions, and curiosity.	Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.	Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.	Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.	Formulate an artistic investigation of personally relevant content for creating art.	Develop criteria to guide making a work of art or design to meet an identified goal.	Collaboratively shape an artistic investigation of an aspect of presentday life using a contemporary practice of art and design.	Shape an artistic investigation of an aspect of presentday life using a contemporary practice of art or design.	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

Creating

Anchor Standard 2: Organize and develop artistic ideas and work.
Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches
Essential Question(s): How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

Investigate

	Kindergarten VA:Cr2.1.Ka	1st VA:Cr2.1.1a	2nd VA:Cr2.1.2a	3rd VA:Cr2.1.3a	4th VA:Cr2.1.4a	5th VA:Cr2.1.5a	6th VA:Cr2.1.6a	7th VA:Cr2.1.7a	8th VA:Cr2.1.8a	HS Proficient VA:Cr2.1.Ia	HS Accomplished VA:Cr2.1.IIa	HS Advanced VA:Cr2.1.IIIa
	Through experimentation, build skills in various media and approaches to artmaking.	Explore uses of materials and tools to create works of art or design.	Experiment with various materials and tools to explore personal interests in a work of art or design.	Create personally satisfying artwork using a variety of artistic processes and materials.	Explore and invent art-making techniques and approaches.	Experiment and develop skills in multiple art-making techniques and approaches through practice.	Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.	Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.	Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.	Engage in making a work of art or design without having a preconceived plan.	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
Essential Question(s): How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

	Kindergarten VA:Cr2.2.Ka	1st VA:Cr2.2.1a	2nd VA:Cr2.2.2a	3rd VA:Cr2.2.3a	4th VA:Cr2.2.4a	5th VA:Cr2.2.5a	6th VA:Cr2.2.6a	7th VA:Cr2.2.7a	8th VA:Cr2.2.8a	HS Proficient VA:Cr2.2.Ia	HS Accomplished VA:Cr2.2.IIa	HS Advanced VA:Cr2.2.IIIa
	a. Identify safe and non-toxic art materials, tools, and equipment.	Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.	Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.	Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.	When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.	Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.	Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.	Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats.	Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.	Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.	Demonstrate awareness of ethical implications of making and distributing creative work.	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.

Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
Essential Question(s): How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

	Kindergarten VA:Cr2.3.Ka	1st VA:Cr2.3.1a	2nd VA:Cr2.3.2a	3rd VA:Cr2.3.3a	4th VA:Cr2.3.4a	5th VA:Cr2.3.5a	6th VA:Cr2.3.6a	7th VA:Cr2.3.7a	8th VA:Cr2.3.8a	HS Proficient VA:Cr2.3.Ia	HS Accomplished VA:Cr2.3.IIa	HS Advanced VA:Cr2.3.IIIa
	Create art that represents natural and constructed environments.	Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.	Repurpose objects to make something new.	Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.	Document, describe, and represent regional constructed environments.	Identify, describe, and visually document places and/or objects of personal significance.	Design or redesign objects, places, or systems that meet the identified needs of diverse users.	Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.	Select, organize, and design images and words to make visually clear and compelling presentations.	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.	Redesign an object, system, place, or design in response to contemporary issues.	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

Creating	**Anchor Standard 3: Refine and complete artistic work.** **Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.** **Essential Question(s): What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?**													Creating
		Kindergarten VA:Cr3.1.Ka	**1st VA:Cr3.1.1a**	**2nd VA:Cr3.1.2a**	**3rd VA:Cr3.1.3a**	**4th VA:Cr3.1.4a**	**5th VA:Cr3.1.5a**	**6th VA:Cr3.1.6a**	**7th VA:Cr3.1.7a**	**8th VA:Cr3.1.8a**	**HS Proficient VA:Cr3.1.Ia**	**HS Accomplished VA:Cr3.1.IIa**	**HS Advanced VA:Cr3.1.IIIa**	
Reflect – Refine – Continue		Explain the process of making art while creating.	Use art vocabulary to describe choices while creating art.	Discuss and reflect with peers about choices made in creating artwork.	Elaborate visual information by adding details in an artwork to enhance emerging meaning.	Revise artwork in progress on the basis of insights gained through peer discussion.	Create artist statements using art vocabulary to describe personal choices in artmaking.	Reflect on whether personal artwork conveys the intended meaning and revise accordingly.	Reflect on and explain important information about personal artwork in an artist statement or another format.	Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.	Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.	Reflect on, reengage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.	Reflect – Refine – Continue

VISUAL ARTS

Presenting — Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.
Essential Question(s): How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

	Kindergarten VA:Pr4.1.Ka	1st VA:Pr4.1.1a	2nd VA:Pr4.1.2a	3rd VA:Pr4.1.3a	4th VA:Pr4.1.4a	5th VA:Pr4.1.5a	6th VA:Pr4.1.6a	7th VA:Pr4.1.7a	8th VA:Pr4.1.8a	HS Proficient VA:Pr4.1.Ia	HS Accomplished VA:Pr4.1.IIa	HS Advanced VA:Pr4.1.IIIa
Select	Select art objects for personal portfolio and display, explaining why they were chosen.	Explain why some objects, artifacts, and artwork are valued over others.	Categorize artwork based on a theme or concept for an exhibit.	Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.	Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.	Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.	Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.	Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.	Develop and apply criteria for evaluating a collection of artwork for presentation.	Analyze, select, and curate artifacts and/or artworks for presentation and preservation.	Analyze, select, and critique personal artwork for a collection or portfolio presentation.	Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

Presenting — Anchor Standard 5: Develop and refine artistic techniques and work for presentation.
Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
Essential Question(s): What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

	Kindergarten VA:Pr5.1.Ka	1st VA:Pr5.1.1a	2nd VA:Pr5.1.2a	3rd VA:Pr5.1.3a	4th VA:Pr5.1.4a	5th VA:Pr5.1.5a	6th VA:Pr5.1.6a	7th VA:Pr5.1.7a	8th VA:Pr5.1.8a	HS Proficient VA:Pr5.1.Ia	HS Accomplished VA:Pr5.1.IIa	HS Advanced VA:Pr5.1.IIIa
Analyze	Explain the purpose of a portfolio or collection.	Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.	Distinguish between different materials or artistic techniques for preparing artwork for presentation.	Identify exhibit space and prepare works of art including artists' statements, for presentation.	Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.	Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.	Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.	Based on criteria, analyze and evaluate methods for preparing and presenting art.	Collaboratively prepare and present selected themebased artwork for display, and formulate exhibition narratives for the viewer.	Analyze and evaluate the reasons and ways an exhibition is presented.	Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.	Investigate, compare, and contrast methods for preserving and protecting art.

Presenting — Anchor Standard 6: Convey meaning through the presentation of artistic work.
Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
Essential Question(s): What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

	Kindergarten VA:Pr6.1.Ka	1st VA:Pr6.1.1a	2nd VA:Pr6.1.2a	3rd VA:Pr6.1.3a	4th VA:Pr6.1.4a	5th VA:Pr6.1.5a	6th VA:Pr6.1.6a	7th VA:Pr6.1.7a	8th VA:Pr6.1.8a	HS Proficient VA:Pr6.1.Ia	HS Accomplished VA:Pr6.1.IIa	HS Advanced VA:Pr6.1.IIIa
Share	Explain what an art museum is and distinguish how an art museum is different from other buildings.	Identify the roles and responsibilities of people who work in and visit museums and other art venues.	Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.	Identify and explain how and where different cultures record and illustrate stories and history of life through art.	Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.	Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.	Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.	Compare and contrast viewing and experiencing collections and exhibitions in different venues.	Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.	Make, explain, and justify connections between artists or artwork and social, cultural, and political history.	Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.

VISUAL ARTS

Responding

Anchor Standard 7: Perceive and analyze artistic work
Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
Essential Question(s): How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

Perceive

	Kindergarten VA:Re.7.1.Ka	1st VA:Re.7.1.1a	2nd VA:Re.7.1.2a	3rd VA:Re.7.1.3a	4th VA:Re.7.1.4a	5th VA:Re.7.1.5a	6th VA:Re.7.1.6a	7th VA:Re.7.1.7a	8th VA:Re.7.1.8a	HS Proficient VA:Re.7.1.Ia	HS Accomplished VA:Re.7.1.IIa	HS Advanced VA:Re.7.1.IIIa
.	Identify uses of art within one's personal environment.	Select and describe works of art that illustrate daily life experiences of one's self and others.	Perceive and describe aesthetic characteristics of one's natural world and constructed environments.	Speculate about processes an artist uses to create a work of art.	Compare responses to a work of art before and after working in similar media.	Compare one's own interpretation of a work of art with the interpretation of others.	Identify and interpret works of art or design that reveal how people live around the world and what they value.	Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.	Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.	Hypothesize ways in which art influences perception and understanding of human experiences.	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.	Analyze how responses to art develop over time based on knowledge of and experience with art and life.

Enduring Understanding: Visual imagery influences understanding of and responses to the world.
Essential Question(s): What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

Kindergarten VA:Re.7.2.Ka	1st VA:Re.7.2.1a	2nd VA:Re.7.2.2a	3rd VA:Re.7.2.3a	4th VA:Re.7.2.4a	5th VA:Re.7.2.5a	6th VA:Re.7.2.6a	7th VA:Re.7.2.7a	8th VA:Re.7.2.8a	HS Proficient VA:Re.7.2.Ia	HS Accomplished VA:Re.7.2.IIa	HS Advanced VA:Re.7.2.IIIa
Describe what an image represents.	Compare images that represent the same subject.	Categorize images based on expressive properties.	Determine messages communicated by an image.	Analyze components in visual imagery that convey messages.	Identify and analyze cultural associations suggested by visual imagery.	Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.	Analyze multiple ways that images influence specific audiences.	Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.	Analyze how one's understanding of the world is affected by experiencing visual imagery.	Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.	Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

Responding	**Anchor Standard 8: Interpret intent and meaning in artistic work.** **Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.** **Essential Question(s): What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?**													Responding
		Kindergarten **VA:Re8.1.Ka**	**1st** **VA:Re8.1.1a**	**2nd** **VA:Re8.1.2a**	**3rd** **VA:Re8.1.3a**	**4th** **VA:Re8.1.4a**	**5th** **VA:Re8.1.5a**	**6th** **VA:Re8.1.6a**	**7th** **VA:Re8.1.7a**	**8th** **VA:Re8.1.8a**	**HS Proficient** **VA:Re8.1.Ia**	**HS Accomplished** **VA:Re8.1.IIa**	**HS Advanced** **VA:Re8.1.IIIa**	
Analyze		Interpret art by identifying subject matter and describing relevant details.	Interpret art by categorizing subject matter and identifying the characteristics of form.	Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.	Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.	Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.	Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.	Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.	Interpret art by analyzing artmaking approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.	Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, artmaking approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.	Analyze

Responding	**Anchor Standard 9: Apply criteria to evaluate artistic work.** **Enduring Understanding: People evaluate art based on various criteria.** **Essential Question(s): How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?**													Responding
		Kindergarten **VA:Re9.1.Ka**	**1st** **VA:Re9.1.1a**	**2nd** **VA:Re9.1.2a**	**3rd** **VA:Re9.1.3a**	**4th** **VA:Re9.1.4a**	**5th** **VA:Re9.1.5a**	**6th** **VA:Re9.1.6a**	**7th** **VA:Re9.1.7a**	**8th** **VA:Re9.1.8a**	**HS Proficient** **VA:Re9.1.Ia**	**HS Accomplished** **VA:Re9.1.IIa**	**HS Advanced** **VA:Re9.1.IIIa**	
Interpret		Explain reasons for selecting a preferred artwork.	Classify artwork based on different reasons for preferences.	Use learned art vocabulary to express preferences about artwork.	Evaluate an artwork based on given criteria.	Apply one set of criteria to evaluate more than one work of art.	Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.	Develop and apply relevant criteria to evaluate a work of art.	Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.	Create a convincing and logical argument to support an evaluation of art.	Establish relevant criteria in order to evaluate a work of art or collection of works.	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.	Construct evaluations of a work of art or collection of works based on differing sets of criteria.	Interpret

VISUAL ARTS

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
Essential Question(s): How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

	Kindergarten VA:Cn10.1.Ka	1st VA:Cn10.1.1a	2nd VA:Cn10.1.2a	3rd VA:Cn10.1.3a	4th VA:Cn10.1.4a	5th VA:Cn10.1.5a	6th VA:Cn10.1.6a	7th VA:Cn10.1.7a	8th VA:Cn10.1.8a	HS Proficient VA:Cn10.1.Ia	HS Accomplished VA:Cn10.1.IIa	HS Advanced VA:Cn10.1.IIIa
Synthesize	Create art that tells a story about a life experience.	Identify times, places, and reasons by which students make art outside of school.	Create works of art about events in home, school, or community life.	Develop a work of art based on observations of surroundings.	Create works of art that reflect community cultural traditions.	Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking.	Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.	Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.	Make art collaboratively to reflect on and reinforce positive aspects of group identity.	Document the process of developing ideas from early stages to fully elaborated ideas.	Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.	Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
Essential Question(s): How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

	Kindergarten VA:Cn11.1.Ka	1st VA:Cn11.1.1a	2nd VA:Cn11.1.2a	3rd VA:Cn11.1.3a	4th VA:Cn11.1.4a	5th VA:Cn11.1.5a	6th VA:Cn11.1.6a	7th VA:Cn11.1.7a	8th VA:Cn11.1.8a	HS Proficient VA:Cn11.1.Ia	HS Accomplished VA:Cn11.1.IIa	HS Advanced VA:Cn11.1.IIIa
Relate	Identify a purpose of an artwork.	Understand that people from different places and times have made art for a variety of reasons.	Compare and contrast cultural uses of artwork from different times and places.	Recognize that responses to art change depending on knowledge of the time and place in which it was made.	Through observation, infer information about time, place, and culture in which a work of art was created.	Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.	Analyze how art reflects changing times, traditions, resources, and cultural uses.	Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.	Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.	Describe how knowledge of culture, traditions, and history may influence personal responses to art.	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.	Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

COMMUNICATION

Communicate effectively in multiple languages and utilize the target language to function in a variety of social/work related situations.

Enduring Understanding: Communication and collaboration in more than one language is vital for success in an interconnected world.

Essential Question(s)?
What is the purpose of language?
What do humans do with language and to what end?
How does an increasingly interconnected world impact language learning?

Interpersonal communication COMM 1: Interact with others in the target language and gain meaning from interactions in the target language.	Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
Interpretive communication COMM 2: Discover meaning from what is heard, read or viewed on a variety of topics in the target language.	Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
Presentational communication COMM 3: Utilize appropriate media to present an idea to an audience	Objective: COMM 3.1 Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
	Objective: COMM 3.2 Adapt presentation to various audiences of listeners, readers, or viewers.

CULTURES

Interact with cultural competence and understanding in an interconnected world.

Enduring Understanding: The study of culture is deeply intertwined with the study of other languages. Developing an understanding and awareness of other cultures' perspectives is critical in the development of global competence.

Essential Question(s):
How do a variety of cultures impact our daily lives?
Why is cultural sensitivity an important part of gaining global competence?
What is their perspective?
How does their perspective influence what people do/create?

Relating cultural practices to perspective Standard CLTR 1: Investigate, explain and reflect on the relationship between the **practices** and perspectives of the cultures studied in the target language.	Objective: CLTR 1.1 Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
	Objective: CLTR 1.2 Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.
	Objective: CLTR 1.3 Function appropriately in diverse contexts within the target culture.
Relating cultural products to perspective Standard CLTR 2: Investigate, explain and reflect on the relationship between the **products** and perspectives of the cultures studied in the target language.	Objective: CLTR 2.1 Analyze the significance of a product (art, music, literature, etc…) in a target culture.
	Objective: CLTR 2.2 Describe the connections of products from the target culture with the practices and perspectives of the culture.
	Objective: CLTR 2.3 Justify the underlying beliefs or values of the target culture that resulted in the creation of the product.

CONNECTIONS

Acquire information and diverse perspectives in order to use the target language to connect to other disciplines and to function in academic and career related situations.

Enduring Understanding: Interdisciplinary learning is a critical component in the educational experience of all students. Connecting multiple disciplines builds and reinforces the content knowledge of those disciplines and develops critical thinking/problem solving skills.

Essential Question(s):
What role does language learning play in the educational experience of students?
How does connecting to other disciplines make students well-informed global citizens?
How does extending student access to variety of information and diverse perspectives influence their ability to perform in academic and career related settings?

Making connections Standard CONN 1: Build, reinforce, and expand knowledge of other disciplines while using the target language to develop critical thinking/creative problem solving skills.	Objective: CONN 1.1 Compare and contrast information acquired from other content areas.
	Objective: CONN 1.2 Relate information studied in other subjects to the target language and culture.
Acquiring information and diverse perspectives Standard CONN 2: Access and evaluate information and diverse perspectives that are available through the target language and its cultures.	Objective: CONN 2.1 Access authentic materials prepared in the target language by or for native speakers.
	Objective: CONN 2.2 Analyze the content and cultural perspectives of authentic materials prepared in the target language by or for native speakers
	Objective: CONN 2.3 Compare and contrast cultural similarities and differences in authentic materials.

COMPARISONS Develop insight and understanding of target culture and language in order to interact with cultural competence.	
Enduring Understanding: Languages and cultures are multi-faceted, the diverse patterns and perspectives inherent to language systems/cultures express meaning in culturally appropriate ways. Essential Question(s): How does the target language differ from the learner's first language? How do the target culture's perspectives compare to the learner's perspective?	
Language Comparisons Standard COMP 1: Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	Objective: COMP 1.1 Observe formal and informal forms of language.
	Objective: COMP 1.2 Identify patterns and explain discrepancies the sounds and the writing system in the target language.
	Objective: COMP 1.3 Compare and analyze idiomatic expressions in the target language.
Cultural Comparisons Standard COMP 2: Investigate, explain, and reflect on the concept of culture through the comparisons of the cultures studied and their own.	Objective: COMP 2.1 Identify, describe and compare/contrast products and their use in the target culture with the learner's culture.
	Objective: COMP 2.2 Compare and contrast appropriate gestures and oral expressions in the target culture with the learner's culture.
	Objective: COMP 2.3 Compare and contrast authentic materials from the target culture with the learner's culture.

COMMUNITIES

Communicate and interact with cultural competence in multilingual communities at home and around the world.

Enduring Understanding: The increasing interconnectedness of the world's economy requires that United States citizens continue to become proficient in other languages and adept at understanding and communicating appropriately in cultural contexts.

Essential Question(s):
How are language proficiency and cultural competence developed?
How do continued opportunities to learn and use language increase language proficiency over a period of time?
What personal benefits are there to becoming a lifelong language learner?

School and Global Communities Standard COMT 1: Interact and collaborate in communities and the globalized world both within and beyond the classroom.	Objective: COMT 1.1 Participate in multilingual communities at home and around the world.
	Objective: COMT 1.2 Discuss personal preferences in activities and events both within and beyond the classroom.
	Objective: COMT 1.3 Utilize knowledge of the target language to tutor English language learners that know the target language.
Lifelong learning Standard COMT 2: Reflect on progress using languages for enjoyment, enrichment, and advancement.	Objective: COMT 2.1 Interpret materials and/or use media from the language and culture for enjoyment.
	Objective: COMT 2.2 Explore opportunities to use the target language for personal enrichment/professional advancement/communication skills.

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Arts and Humanities

Visual Arts

Approved by the Idaho State Board of Education, ~~April 17, 2009~~ August 13, 2015

Rules Governing Thoroughness (08.02.03.004)

IDAHO CONTENT STANDARDS

~~IDAHO CONTENT STANDARDS~~
~~GRADE K-3~~
~~HUMANITIES: VISUAL ARTS~~

~~Standard 1: Historical and Cultural Contexts~~

~~Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.~~

~~Students in grades K-3 discuss key differences and similarities in artworks. Students identify the purpose or function of an artwork and explain how it is a record of human ideas and a reflection of its culture.~~

~~Goal 1.1: Discuss the historical and cultural contexts of the visual arts.~~

~~Objective(s): By the end of Grade 3, the student will be able to:~~

~~K.VA.1.1.1 Compare and contrast key differences and similarities in art works from different time periods or cultures.~~
~~K.VA.1.1.2 Identify the purpose or function of a work of art that was created in the past.~~
~~K.VA.1.1.3 Explain how art is a visual record of human ideas and a reflection of the culture of its origin.~~

~~Goal 1.2: Discuss the interconnections between the visual arts and societies.~~

~~Objective(s): By the end of Grade 3, the student will be able to:~~

~~K.VA.1.2.1 Name ways in which a work of visual art reflects the culture from which it came.~~
~~K.VA.1.2.2 Identify ideas and emotions that are expressed through visual arts and other disciplines.~~

~~Standard 2: Critical Thinking~~

~~Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.~~

~~Students in grades K-3 use appropriate arts vocabulary to discuss works of art. Students identify the visual arts as a form of communication and a way to create meaning. Students identify characteristics of various visual art forms. Students discuss that individuals respond to art in a variety of ways. Students respond to art respectfully. Students use problem-solving techniques to respond to, create, and refine visual art forms.~~

~~Goal 2.1: Conduct analyses in the visual arts.~~

~~Objective(s): By the end of Grade 3, the student will be able to:~~

~~K.VA.2.1.1 Identify and respond to characteristics and content of various visual art forms.~~
~~K.VA.2.1.2 Examine the visual arts as a form of communication.~~
~~K.VA.2.1.3 Use arts vocabulary to discuss specific works of art.~~
~~K.VA.2.1.4 Identify the elements (line, shape, color) in art works and environments.~~

~~Goal 2.2: Exercise sound reasoning and understanding in making choices in the visual arts.~~

~~Objective(s): By the end of Grade 3, the student will be able to:~~

~~K.VA.2.2.1 Discuss the importance of visual art in one's own life.~~
~~K.VA.2.2.2 Discuss how art works can elicit different responses.~~
~~K.VA.2.2.3 Express personal preferences for specific works and styles.~~
~~K.VA.2.2.4 Identify and demonstrate appropriate behavior when attending and/or participating in arts events.~~
~~K.VA.2.2.5 Show respect for personal work and works of others.~~
~~K.VA.2.2.6 Dictate or write an artist's statement (tell what the work is about).~~

~~Standard 3~~: ~~Performance~~

~~Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.~~

~~Students in grades K-3 use art techniques, media, and processes to create and replicate works of art. Students demonstrate safe and appropriate use of art materials. Students apply elements of color, shape, and line in artwork. Students create artwork about self, family, and personal experiences.~~

~~Goal 3.1: Demonstrate skills essential to the visual arts.~~

~~Objective(s): By the end of Grade 3, the student will be able to:~~

~~K.VA.3.1.1 Acquire and use skills necessary for applying arts techniques, media, and processes.~~
~~K.VA.3.1.2 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.~~
~~K.VA.3.1.3 Apply the elements of color, shape, and line in artwork.~~
~~K.VA.3.1.4 Demonstrate skills of observation in the production of artwork.~~

~~Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.~~

~~Objective(s): By the end of Grade 3, the student will be able to:~~

~~K.VA.3.2.1 Name and use different art materials to express an idea.~~
~~K.VA.3.2.2 Apply artistic concepts, knowledge, and skills to original artwork.~~
~~K.VA.3.2.3 Replicate or imitate an existing work, respecting the intent of its original creator.~~

~~Goal 3.3: Communicate through the visual arts with creative expression.~~

~~Objective(s): By the end of Grade 3, the student will be able to:~~

~~K.VA.3.3.1 Experiment with different materials, techniques, and processes in the visual arts.~~
~~K.VA.3.3.2 Create artwork about self, family, and personal experiences.~~

~~IDAHO CONTENT STANDARDS~~
~~GRADE 4-5~~
~~HUMANITIES: VISUAL ARTS~~

~~Students are expected to know content and apply skills from previous grades.~~

~~Standard 1: Historical and Cultural Contexts~~

~~Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.~~

~~Students in grades 4–5 compare and contrast specific works of art from different time periods and cultures. Students identify specific works of art and explain how they reflect events in history.~~

~~Goal 1.1: Discuss the historical and cultural contexts of the visual arts.~~

~~Objective(s): By the end of Grade 5, the student will be able to:~~

~~4-5.VA.1.1.1 Compare and contrast specific works of art from different time periods or cultures.~~
~~4-5.VA.1.1.2 Identify specific works as belonging to a particular era in art history.~~
~~4-5.VA.1.1.3 Explain how a specific work of art reflects events in history and/or culture.~~

~~Goal 1.2: Discuss the interconnections between visual arts and societies.~~

~~Objective(s): By the end of Grade 5, the student will be able to:~~

~~4-5.VA.1.2.1 Classify the ways in which ideas and subject matter of arts disciplines are related.~~
~~4-5.VA.1.2.2 Describe how elements of various arts depict ideas and emotions.~~

~~Standard 2: Critical Thinking~~

~~Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.~~

~~Students in grades 4–5 use appropriate arts vocabulary to discuss works of art. Students respond to the visual arts as a form of communication, using the elements, materials, techniques, and processes of art. Students construct meaning based on elements found in a work of art. Students identify personal preference for works of art.~~

~~Goal 2.1: Conduct analyses in the visual arts.~~

~~Objective(s): By the end of Grade 5, the student will be able to:~~

~~4-5.VA.2.1.1 Identify and respond to differences between art materials, techniques, and processes.~~
~~4-5.VA.2.1.2 Construct meaning based on elements found in a work of art.~~
~~4-5.VA.2.1.3 Use appropriate arts vocabulary to discuss a variety of art works.~~
~~4-5.VA.2.1.4 Discuss how symbols, subject, and themes create meaning in art.~~
~~4-5.VA.2.1.5 Identify elements (line, shape, form, value, texture, color, space) in artworks and environments.~~

~~Goal 2.2: Exercise sound reasoning and understanding in making choices in the visual arts.~~

~~Objective(s): By the end of Grade 5, the student will be able to:~~

~~4-5.VA.2.2.1 Observe and describe the presence of the visual arts in today's society.~~
~~4-5.VA.2.2.2 Discuss how an artwork's properties (e.g., elements, media, technique) can elicit different responses.~~
~~4-5.VA.2.2.3 Identify personal preference as one of many criteria used to determine excellence in works of art.~~
~~4-5.VA.2.2.4 Identify and demonstrate appropriate behavior when attending and/or participating in arts events.~~
~~4-5.VA.2.2.5 Show respect for personal work and works of others.~~
~~4-5.VA.2.2.6 Write an artist's statement (what the work depicts and why and how the work was created).~~

~~Standard 3~~: ~~Performance~~

~~Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.~~

~~Students in grades 4-5 purposefully and appropriately use art techniques, media, and processes to apply the elements in artwork. Students render objects and subject matter from life and communicate ideas from personal experience and other curricular disciplines. Students use the creative process to create works of art. Students write artist's statements.~~

~~Goal 3.1: Demonstrate skills essential to the visual arts.~~

~~Objective(s): By the end of Grade 5, the student will be able to:~~

~~4-5.VA.3.1.1 Acquire skills necessary for using arts techniques, media, and processes.~~
~~4-5.VA.3.1.2 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.~~
~~4-5.VA.3.1.3 Apply the elements of color, shape, line, value, form, texture, and space in artwork.~~
~~4-5.VA.3.1.4 Demonstrate skills of observation through rendering of objects and subject matter from life.~~

~~Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.~~

Objective(s): By the end of Grade 5, the student will be able to:

4-5.VA.3.2.1 Demonstrate how different media, techniques, and processes are used to communicate ideas.
4-5.VA.3.2.2 Experiment with ways in which subject matter, symbols, and ideas are used to communicate meaning.
4-5.VA.3.2.3 Replicate or imitate an existing work, respecting the intent of its original creator.

Goal 3.3: Communicate through the visual arts with creative expression.

Objective(s): By the end of Grade 5, the student will be able to:

4-5.VA.3.3.1 Experiment with different materials, techniques, and processes in the visual arts.
4-5.VA.3.3.2 Create a work of art based on personal experience, and/or emotional response.
4-5.VA.3.3.3 Use the creative process (brainstorm, research, rough sketch, final product) to create a work of art.

IDAHO CONTENT STANDARDS
GRADE 6-8
HUMANITIES: VISUAL ARTS

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Students in grades 6-8 identify distinguishing characteristics of artists' works and artistic movements. Students analyze the influence of history, geography, and culture on a work of art. Students identify significant works of art and artifacts.

Goal 1.1: Discuss the historical and cultural contexts of the visual arts.

Objective(s): By the end of Grade 8, the student will be able to:

6-8.VA.1.1.1 Identify distinguishing characteristics of style in the work of individual artists and art movements.
6-8.VA.1.1.2 Identify and compare works of art and artifacts from major periods on a chronological timeline.
6-8.VA.1.1.3 Analyze the influence of history, geography, and technology of a culture upon a work of art.
6-8.VA.1.1.4 Analyze the visual arts of different cultures and time periods and compare to one's own culture.

~~Goal 1.2: Discuss the interconnections between visual arts and societies.~~

~~Objective(s): By the end of Grade 8, the student will be able to:~~

~~6-8.VA.1.2.1 Identify the role of visual arts in theatre, dance, and musical productions.~~
~~6-8.VA.1.2.2 Understand choices made by artists to create meaning.~~

~~Standard 2: Critical Thinking~~

~~Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.~~

~~Students in grades 6-8 respond works of art, using appropriate arts vocabulary. Students make judgments about various art forms and identify criteria used to determine excellence. Students discuss ethical issues of plagiarism in the visual arts. Students show respect for the production and exhibition of art.~~

~~Goal 2.1: Conduct analyses in the visual arts.~~

~~Objective(s): By the end of Grade 8, the student will be able to:~~

~~6-8.VA.2.1.1 Identify and respond to characteristics and content of various art forms.~~
~~6-8.VA.2.1.2 Construct meaning based on elements and principles found in a work of art.~~
~~6-8.VA.2.1.3 Interpret a variety of art works using appropriate arts vocabulary.~~
~~6-8.VA.2.1.4 Identify symbols, themes and iconography commonly used in selected diverse cultures.~~
~~6-8.VA.2.1.5 Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, tints, and shades), lines (characteristics, quality), textures (tactile and visual), space (placement, perspective, overlap, negative, positive, size), balance (symmetrical, asymmetrical, radial), and the use of principles in their work and the works of others.~~

~~Goal 2.2 Exercise sound reasoning and understanding in making choices in the visual arts.~~

~~Objective(s): By the end of Grade 8, the student will be able to:~~

~~6-8.VA.2.2.1 Investigate the various purposes art plays in society today.~~
~~6-8.VA.2.2.2 Analyze the artist's use of sensory, formal, technical, and expressive properties in a work of art.~~
~~6-8.VA.2.2.3 Determine criteria used in making informed judgments about art.~~
~~6-8.VA.2.2.4 Demonstrate appropriate behavior while attending and/or participating in arts events.~~
~~6-8.VA.2.2.5 Show respect for personal work and works of others.~~
~~6-8.VA.2.2.6 Write an artist's statement (foundational background on the subject and the artist and why the work is important to the artist and what medium was employed to express the work).~~
~~6-8.VA.2.2.7 Discuss dividing lines between imitating a master's style of creation and unfairly "copying" another person's original work.~~
~~6-8.VA.2.2.8 Demonstrate collaborative and interpersonal skills by working productively with others, while creating works of art.~~

~~Standard 3: Performance~~

~~Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.~~

~~Students in grades 6-8 select media, technique, and process based on effective attributes. Students demonstrate refined observation skills. Students effectively apply elements and principles to their work. Students draw from multiple sources for subject matter (personal interests, current events, media, and styles) to create original artwork. Students use the creative process as an integral dimension of art production. Students express their intent by writing an artist's statement.~~

~~Goal 3.1: Demonstrate skills essential to the visual arts.~~

~~Objective(s): By the end of Grade 8, the student will be able to:~~

~~6-8.VA.3.1.1 Identify attributes that make a specific art media, technique, or process effective in communicating an idea.~~
~~6-8.VA.3.1.2 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.~~
~~6-8.VA.3.1.3 Apply elements (line, shape, form, texture, color, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis) in work that effectively communicates an idea.~~
~~6-8.VA.3.1.4 Produce art that demonstrates refined observation skills from life.~~
~~6-8.VA.3.1.5 Experiment with ideas, techniques, and styles in an artist's sketchbook.~~
~~6-8.VA.3.1.6 Critique one's own work with the intention of revision and refinement.~~
~~6-8.VA.3.1.7 Locate and use appropriate resources in order to work independently, monitoring one's own understanding and learning needs.~~

~~Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.~~

~~Objective(s): By the end of Grade 8, the student will be able to:~~

~~6-8.VA.3.2.1 Illustrate how visual structures and functions of art improve communication of one's ideas.~~
~~6-8.VA.3.2.2 Demonstrate the ability to utilize personal interest, current events, media or techniques as sources for expanding artwork.~~
~~6-8.VA.3.2.3 Create an original artwork that illustrates the influence of a specific artist or artistic style.~~
~~6-8.VA.3.2.4 Use visual, spatial, and temporal concepts to communicate meaning in a work of art.~~
~~6-8.VA.3.2.5 Create two pieces that depict a common theme, idea, or style of art.~~

~~Goal 3.3: Communicate through the visual arts with creative expression.~~

~~Objective(s): By the end of Grade 8, the student will be able to:~~

~~6-8.VA.3.3.1 Utilize different media, techniques, and processes in the visual arts.~~

~~6-8.VA.3.3.2 Create a work of art that expresses personal experience, opinions, and/or beliefs.~~
~~6-8.VA.3.3.3 Use the creative process (brainstorm, research, rough sketch, final product) to create a work of art.~~
~~6-8.VA.3.3.4 Describe and plan the visual presentation of an artistic work~~

~~IDAHO CONTENT STANDARDS~~
~~GRADE 9-12~~
~~HUMANITIES: VISUAL ARTS~~

~~**Students are expected to know content and apply skills from previous grades.**~~

~~**Standard 1: Historical and Cultural Contexts**~~

~~Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.~~

~~Students in grades 9-12 assess the impact of history, society, and the environment upon works of art. Students analyze meaning through identifying cultural symbols and icons. Students compare major periods and movements in visual art to other disciplines in the arts and humanities.~~

~~**Goal 1.1: Discuss the historical and cultural contexts of the visual arts.**~~

~~**Objective(s): By the end of high school, the student will be able to:**~~
~~9-12.VA.1.1.1 Identify representative visual works of art from a variety of cultures and historical periods.~~
~~9-12.VA.1.1.2 Outline the history and function of a particular visual art form.~~
~~9-12.VA.1.1.3 Compare and contrast the historical, social, and environmental contexts that influence artistic expression.~~
~~9-12.VA.1.1.4 Compare and contrast aesthetics from different cultural perspectives.~~

~~**Goal 1.2: Discuss the interconnections between visual arts and societies.**~~

~~**Objective(s): By the end of high school, the student will be able to:**~~
~~9-12.VA.1.2.1 Compare art forms that share common characteristics (e.g. form, line, space).~~
~~9-12.VA.1.2.2 Analyze a visual art product or art performance that integrates media, processes, and/or concepts from other performing arts disciplines.~~
~~9-12.VA.1.2.3 Relate the trends and movements in visual art to other disciplines in the arts and humanities.~~

~~**Standard 2: Critical Thinking**~~

~~Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.~~

~~Students in grades 9-12 critique works of art using well-articulated rationale and appropriate arts vocabulary. Students analyze an artist's use of elements and principles in a work of art. Students identify the role of art and artists in today's society. Students discuss the nature of aesthetics and debate ethical issues pertaining to art.~~

~~Goal 2.1: Conduct analyses in the visual arts.~~

~~Objective(s): By the end of high school, the student will be able to:~~

- ~~9-12.VA.2.1.1 Develop and present basic analyses of works of visual art from structural, historical, and cultural perspectives.~~
- ~~9-12.VA.2.1.2 Construct meaning and support well-developed interpretations of works of art with evidence.~~
- ~~9-12.VA.2.1.3 Critique works of art employing appropriate arts vocabulary.~~
- ~~9-12.VA.2.1.4 Identify iconography in an artist's work or a body of work and analyze the meaning.~~
- ~~9-12.VA.2.1.5 Analyze an artist's use of the elements and principles, and how they contribute to one's interpretation of the artwork.~~

~~Goal 2.2: Exercise sound reasoning and understanding in making choices in the visual arts.~~

~~Objective(s): By the end of high school, the student will be able to:~~

- ~~9-12.VA.2.2.1 Identify the role of the arts in today's society, including career and avocation opportunities.~~
- ~~9-12.VA.2.2.2 Discuss the nature of art or aesthetic issues.~~
- ~~9-12.VA.2.2.3 Articulate criteria for determining excellence in artwork.~~
- ~~9-12.VA.2.2.4 Demonstrate appropriate behavior while attending and/or participating in arts events.~~
- ~~9-12.VA.2.2.5 Show respect for personal work and work of others.~~
- ~~9-12.VA.2.2.6 Write an artist's statement that describes a series of works (background information on the artist, artists and movements that were influential to the works, and the significance of the body of work).~~
- ~~9-12.VA.2.2.7 Debate dividing lines between imitating a master's style of creation and unfairly "copying" another person's original work.~~
- ~~9-12.VA.2.2.8 Demonstrate collaborative and interpersonal skills by working productively with others, while producing works of art.~~

~~Standard 3: Performance~~

~~Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.~~

~~Students in grades 9-12 select appropriate media and apply artistic techniques and processes with confidence and intention. Students use elements and principles to solve visual arts problems. Students demonstrate well-developed observational skills. Students clearly communicate personal statements, ideas, or themes through a body of artwork and an accompanying artist's statement. Students use the creative process and a personal sketchbook to plan and create a body~~

~~of work. Students critique their own artwork and the work of others with the purpose of improving it.~~

~~Goal 3.1: Demonstrate skills essential to the visual arts.~~

~~Objective(s): By the end of high school, the student will be able to:~~

~~9-12.VA.3.1.1 Select and apply media, techniques, and processes effectively and with artistic intention.~~
~~9-12.VA.3.1.2 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.~~
~~9-12.VA.3.1.3 Demonstrate how the elements and principles can be used to solve specific visual arts problems.~~
~~9-12.VA.3.1.4 Present convincing or accurately rendered subjects that demonstrate refined observational skills.~~
~~9-12.VA.3.1.5 Plan, record, and analyze a body of work through keeping an artist's journal or sketchbook.~~
~~9-12.VA.3.1.6 Critique one's own work with the intent of revision and or refinement.~~
~~9-12.VA.3.1.7 Locate and use appropriate resources in order to work independently, monitoring one's own understanding and learning needs.~~

~~Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.~~

~~Objective(s): By the end of high school, the student will be able to:~~

~~9-12.VA.3.2.1 Choose purposefully between visual characteristics of a variety of media and use these to communicate one's own idea.~~
~~9-12.VA.3.2.2 Discriminate and select from a variety of symbols, subject matter, and ideas to communicate clearly personal statements.~~
~~9-12.VA.3.2.3 Create an interpretation of a work respecting the intent of its creator.~~
~~9-12.VA.3.2.4 Select and utilize visual, spatial, and temporal concepts to enhance meaning in artwork.~~
~~9-12.VA.3.2.5 Create a body of work that develops a specific theme, idea, or style of art.~~

~~Goal 3.3: Communicate through the visual arts with creative expression.~~

~~Objective(s): By the end of high school, the student will be able to:~~

~~9-12.VA.3.3.1 Plan and produce a work of art applying media, techniques, and processes with skill, confidence, and sensitivity.~~
~~9-12.VA.3.3.2 Apply various symbols, subjects, and ideas in one's artwork.~~
~~9-12.VA.3.3.3 Use the creative process (brainstorm, research, rough sketch, final product) to create and critique a work of art~~
~~9-12.VA.3.3.4 Determine and execute appropriate visual presentation of an original artwork.~~

Idaho Fine Arts Standards – Visual Arts K-3

Visual Arts/Creating
#VA:Cr1.1
Process Component: Investigate, Plan, Make
Anchor Standard: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.
Essential Question: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Grade K
VA:Cr1.1.K
Engage in exploration and imaginative play with materials.
Grade 1
VA:Cr1.1.1
Engage collaboratively in exploration and imaginative play with materials.
Grade 2
VA:Cr1.1.2
Brainstorm collaboratively multiple approaches to an art or design problem.
Grade 3
VA:Cr1.1.3
Elaborate on an imaginative idea.

Visual Arts/Creating
#VA:Cr1.2
Process Component: Investigate, Plan, Make
Anchor Standard: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.
Essential Question: How does knowing the contexts histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations.

Grade K
VA:Cr1.2.K
Engage collaboratively in creative art-making in response to an artistic problem.
Grade 1
VA:Cr1.2.1
Use observation and investigation in preparation for making a work of art.
Grade 2
VA:Cr1.2.2
Make art or design with various materials and tools to explore personal interests, questions, and curiosity.
Grade 3
VA:Cr1.2.3

Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.

Visual Arts/Creating
#VA:Cr2.1
Process Component: Investigate
Anchor Standard: Organize and develop artistic ideas and work.
Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
Essential Question: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

Grade K
VA:Cr2.1.K
Through experimentation, build skills in various media and approaches to art-making.
Grade 1
VA:Cr2.1.1
Explore uses of materials and tools to create works of art or design.
Grade 2
VA:Cr2.1.2
Experiment with various materials and tools to explore personal interests in a work of art or design.
Grade 3
VA:Cr2.1.3
Create personally satisfying artwork using a variety of artistic processes and materials.

Visual Arts/Creating
#VA:Cr2.2
Process Component: Investigate
Anchor Standard: Organize and develop artistic ideas and work.
Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
Essential Question: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

Grade K
VA:Cr2.2.K
Identify safe and non-toxic art materials, tools, and equipment.
Grade 1
VA:Cr2.2.1
Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
Grade 2
VA:Cr2.2.2
Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.
Grade 3
VA:Cr2.2.3
Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

Visual Arts/Creating
#VA:Cr2.3
Process Component: Investigate
Anchor Standard: Organize and develop artistic ideas and work.
Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
Essential Question: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

Grade K
VA:Cr2.3.K
Create art that represents natural and constructed environments.
Grade 1
VA:Cr2.3.1
Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.
Grade 2
VA:Cr2.3.2
Repurpose objects to make something new.
Grade 3
VA:Cr2.3.3
Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.

Visual Arts/Creating
#VA:Cr3.1
Process Component: Reflect, Refine, Continue
Anchor Standard: Refine and complete artistic work.
Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
Essential Question: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Grade K
VA:Cr3.1.K
Explain the process of making art while creating.
Grade 1
VA:Cr3.1.1
Use art vocabulary to describe choices while creating art.
Grade 2
VA:Cr3.1.2
Discuss and reflect with peers about choices made in creating artwork.
Grade 3
VA:Cr3.1.3
Elaborate visual information by adding details in an artwork to enhance emerging meaning.

Visual Arts/Presenting

#VA:Pr.4.1
Process Component: Relate
Anchor Standard: Select, analyze and interpret artistic work for presentation.
Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.
Essential Question: How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

Grade K
VA:Pr.4.1.K
Select art objects for personal portfolio and display, explaining why they were chosen.
Grade 1
VA:Pr.4.1.1
Explain why some objects, artifacts, and artwork are valued over others.
Grade 2
VA:Pr.4.1.2
Categorize artwork based on a theme or concept for an exhibit.
Grade 3
VA:Pr.4.1.3
Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.

Visual Arts/Presenting
#VA:Pr5.1
Process Component: Select
Anchor Standard: Develop and refine artistic techniques and work for presentation.
Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
Essential Question: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer?
What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Grade K
VA:Pr5.1.K
Explain the purpose of a portfolio or collection.
Grade 1
VA:Pr5.1.1
Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.
Grade 2
VA:Pr5.1.2
Distinguish between different materials or artistic techniques for preparing artwork for presentation.
Grade 3
VA:Pr5.1.3
Identify exhibit space and prepare works of art including artists' statements, for presentation.

Visual Arts/Presenting
#VA:Pr6.1
Process Component: Analyze
Anchor Standard: Convey meaning through the presentation of artistic work.
Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
Essential Question: What is an art museum? How does the presenting & sharing of objects, artifacts, & artworks influence & shape ideas, beliefs, & experiences? How do objects, artifacts, & artworks collected, preserved, or presented, cultivate appreciation & understanding?

Grade K
VA:Pr6.1.K
Explain what an art museum is and distinguish how an art museum is different from other buildings.
Grade 1
VA:Pr6.1.1
Identify the roles and responsibilities of people who work in and visit museums and other art venues.
Grade 2
VA:Pr6.1.2
Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.
Grade 3
VA:Pr6.1.3
Identify and explain how and where different cultures record and illustrate stories and history of life through art.

Visual Arts/Responding
#VA:Re7.1
Process Component: Share
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
Essential Question: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

Grade K
VA:Re7.1.K
Identify uses of art within one's personal environment.
Grade 1
VA:Re7.1.1
Select and describe works of art that illustrate daily life experiences of one's self and others.
Grade 2
VA:Re7.1.2
Perceive and describe aesthetic characteristics of one's natural world and constructed environments.
Grade 3
VA:Re7.1.3

Speculate about processes an artist uses to create a work of art.

Visual Arts/Responding
#VA:Re7.2
Process Component: Perceive
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Visual imagery influences understanding of and responses to the world.
Essential Question: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

Grade K
VA:Re7.2.K
Describe what an image represents.
Grade 1
VA:Re7.2.1
Compare images that represent the same subject.
Grade 2
VA:Re7.2.2
Categorize images based on expressive properties.
Grade 3
VA:Re7.2.3
Determine messages communicated by an image.

Visual Arts/Responding
#VA:Re8.1
Process Component: Perceive
Anchor Standard: Interpret intent and meaning in artistic work.
Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.
Essential Question: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

Grade K
VA:Re8.1.K
Interpret art by identifying subject matter and describing relevant details.
Grade 1
VA:Re8.1.1
Interpret art by categorizing subject matter and identifying the characteristics of form.
Grade 2
VA:Re8.1.2
Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.
Grade 3
VA:Re8.1.3
Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.

Visual Arts/Responding
#VA:Re9.1

Process Component: Analyze
Anchor Standard: Apply criteria to evaluate artistic work.
Enduring Understanding: People evaluate art based on various criteria.
Essential Question: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Grade K
VA:Re9.1.K
Explain reasons for selecting a preferred artwork.
Grade 1
VA:Re9.1.1
Classify artwork based on different reasons for preferences.
Grade 2
VA:Re9.1.2
Use learned art vocabulary to express preferences about artwork.
Grade 3
VA:Re9.1.3
Evaluate an artwork based on given criteria.

Visual Arts/Connecting
#VA:Cn10.1
Process Component: Interpret
Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
Essential Question: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Grade K
VA:Cn10.1.K
Create art that tells a story about a life experience.
Grade 1
VA:Cn10.1.1
Identify times, places, and reasons by which students make art outside of school.
Grade 2
VA:Cn10.1.2
Create works of art about events in home, school, or community life.
Grade 3
VA:Cn10.1.3
Develop a work of art based on observations of surroundings.

Visual Arts/Connecting
#VA:Cn11.1
Process Component: Synthesize
Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
Essential Question: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Grade K
VA:Cn11.1.K
Identify a purpose of an artwork.
Grade 1
VA:Cn11.1.1
Understand that people from different places and times have made art for a variety of reasons.
Grade 2
VA:Cn11.1.2
Compare and contrast cultural uses of artwork from different times and places.
Grade 3
VA:Cn11.1.3
Recognize that responses to art change depending on knowledge of the time and place in which it was made.

Idaho Fine Arts Standards – Visual Arts 4-5

Visual Arts/Creating
#VA:Cr1.1
Process Component: Investigate, Plan, Make
Anchor Standard: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.
Essential Question: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Grade 4
VA:Cr1.1.4
Brainstorm multiple approaches to a creative art or design problem.
Grade 5
VA:Cr1.1.5
Combine ideas to generate an innovative idea for art-making.

Visual Arts/Creating
#VA:Cr1.2
Process Component: Investigate, Plan, Make
Anchor Standard: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.
Essential Question: How does knowing the contexts histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations.

Grade 4
VA:Cr1.2.4
Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.

Grade 5
VA:Cr1.2.5
Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

Visual Arts/Creating
#VA:Cr2.1
Process Component: Investigate
Anchor Standard: Organize and develop artistic ideas and work.
Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
Essential Question: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

Grade 4
VA:Cr2.1.4
Explore and invent art-making techniques and approaches.
Grade 5
VA:Cr2.1.5
Experiment and develop skills in multiple art-making techniques and approaches through practice.

Visual Arts/Creating
#VA:Cr2.2
Process Component: Investigate
Anchor Standard: Organize and develop artistic ideas and work.
Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
Essential Question: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

Grade 4
VA:Cr2.2.4
When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.
Grade 5
VA:Cr2.2.5
Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.

Visual Arts/Creating
#VA:Cr2.3
Process Component: Investigate
Anchor Standard: Organize and develop artistic ideas and work.
Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
Essential Question: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

Grade 4

VA:Cr2.3.4
Document, describe, and represent regional constructed environments.
Grade 5
VA:Cr2.3.5
Identify, describe, and visually document places and/or objects of personal significance.

Visual Arts/Creating
#VA:Cr3.1
Process Component: Reflect, Refine, Continue
Anchor Standard: Refine and complete artistic work.
Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
Essential Question: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Grade 4
VA:Cr3.1.4
Revise artwork in progress on the basis of insights gained through peer discussion.
Grade 5
VA:Cr3.1.5
Create artist statements using art vocabulary to describe personal choices in art-making.

Visual Arts/Presenting
#VA:Pr.4.1
Process Component: Relate
Anchor Standard: Select, analyze and interpret artistic work for presentation.
Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.
Essential Question: How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

Grade 4
VA:Pr.4.1.4
Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.
Grade 5
VA:Pr.4.1.5
Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.

Visual Arts/Presenting
#VA:Pr5.1
Process Component: Select
Anchor Standard: Develop and refine artistic techniques and work for presentation.
Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

Essential Question: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Grade 4
VA:Pr5.1.4
Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.
Grade 5
VA:Pr5.1.5
Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.

Visual Arts/Presenting
#VA:Pr6.1
Process Component: Analyze
Anchor Standard: Convey meaning through the presentation of artistic work.
Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
Essential Question: What is an art museum? How does the presenting & sharing of objects, artifacts, & artworks influence & shape ideas, beliefs, & experiences? How do objects, artifacts, & artworks collected, preserved, or presented, cultivate appreciation & understanding?

Grade 4
VA:Pr6.1.4
Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.
Grade 5
VA:Pr6.1.5
Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.

Visual Arts/Responding
#VA:Re7.1
Process Component: Share
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
Essential Question: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

Grade 4
VA:Re7.1.4
Compare responses to a work of art before and after working in similar media.
Grade 5
VA:Re7.1.5
Compare one's own interpretation of a work of art with the interpretation of others.

Visual Arts/Responding

#VA:Re7.2
Process Component: Perceive
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Visual imagery influences understanding of and responses to the world.
Essential Question: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

Grade 4
VA:Re7.2.4
Analyze components in visual imagery that convey messages.
Grade 5
VA:Re7.2.5
Identify and analyze cultural associations suggested by visual imagery.

Visual Arts/Responding
#VA:Re8.1
Process Component: Perceive
Anchor Standard: Interpret intent and meaning in artistic work.
Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.
Essential Question: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

Grade 4
VA:Re8.1.4
Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.
Grade 5
VA:Re8.1.5
Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.

Visual Arts/Responding
#VA:Re9.1
Process Component: Analyze
Anchor Standard: Apply criteria to evaluate artistic work.
Enduring Understanding: People evaluate art based on various criteria.
Essential Question: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Grade 4
VA:Re9.1.4
Apply one set of criteria to evaluate more than one work of art.
Grade 5
VA:Re9.1.5
Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.

Visual Arts/Connecting
#VA:Cn10.1
Process Component: Interpret

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
Essential Question: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Grade 4
VA:Cn10.1.4
Create works of art that reflect community cultural traditions.
Grade 5
VA:Cn10.1.5
Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.

Visual Arts/Connecting
#VA:Cn11.1
Process Component: Synthesize
Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
Essential Question: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Grade 4
VA:Cn11.1.4
Through observation, infer information about time, place, and culture in which a work of art was created.
Grade 5
VA:Cn11.1.5
Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

Idaho Fine Arts Standards – Visual Arts 6-8

Visual Arts/Creating
#VA:Cr1.1
Process Component: Investigate, Plan, Make
Anchor Standard: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.
Essential Question: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Grade 6
VA:Cr1.1.6

Combine concepts collaboratively to generate innovative ideas for creating art.
Grade 7
VA:Cr1.1.7
Apply methods to overcome creative blocks.
Grade 8
VA:Cr1.1.8
Document early stages of the creative process visually and/or verbally in traditional or new media.

Visual Arts/Creating
#VA:Cr1.2
Process Component: Investigate, Plan, Make
Anchor Standard: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.
Essential Question: How does knowing the contexts histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations.
Grade 6
VA:Cr1.2.6
Formulate an artistic investigation of personally relevant content for creating art.
Grade 7
VA:Cr1.2.7
Develop criteria to guide making a work of art or design to meet an identified goal.
Grade 8
VA:Cr1.2.8
Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

Visual Arts/Creating
#VA:Cr2.1
Process Component: Investigate
Anchor Standard: Organize and develop artistic ideas and work.
Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
Essential Question: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
Grade 6
VA:Cr2.1.6
Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
Grade 7
VA:Cr2.1.7
Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.
Grade 8
VA:Cr2.1.8

Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.

Visual Arts/Creating
#VA:Cr2.2
Process Component: Investigate
Anchor Standard: Organize and develop artistic ideas and work.
Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
Essential Question: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

Grade 6
VA:Cr2.2.6
Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.

Grade 7
VA:Cr2.2.7
Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats.

Grade 8
VA:Cr2.2.8
Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.

Visual Arts/Creating
#VA:Cr2.3
Process Component: Investigate
Anchor Standard: Organize and develop artistic ideas and work.
Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
Essential Question: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

Grade 6
VA:Cr2.3.6
Design or redesign objects, places, or systems that meet the identified needs of diverse users.

Grade 7
VA:Cr2.3.7
Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

Grade 8
VA:Cr2.3.8
Select, organize, and design images and words to make visually clear and compelling presentations.

Visual Arts/Creating
#VA:Cr3.1
Process Component: Reflect, Refine, Continue
Anchor Standard: Refine and complete artistic work.
Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
Essential Question: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Grade 6
VA:Cr3.1.6
Reflect on whether personal artwork conveys the intended meaning and revise accordingly.
Grade 7
VA:Cr3.1.7
Reflect on and explain important information about personal artwork in an artist statement or another format.
Grade 8
VA:Cr3.1.8
Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

Visual Arts/Presenting
#VA:Pr.4.1
Process Component: Relate
Anchor Standard: Select, analyze and interpret artistic work for presentation.
Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.
Essential Question: How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

Grade 6
VA:Pr.4.1.6
Analyze similarities and differences associated with preserving and presenting two-dimensional, three- dimensional, and digital artwork.
Grade 7
VA:Pr.4.1.7
Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.
Grade 8
VA:Pr.4.1.8
Develop and apply criteria for evaluating a collection of artwork for presentation.

Visual Arts/Presenting
#VA:Pr5.1
Process Component: Select
Anchor Standard: Develop and refine artistic techniques and work for presentation.

Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
Essential Question: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Grade 6
VA:Pr5.1.6
Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.
Grade 7
VA:Pr5.1.7
Based on criteria, analyze and evaluate methods for preparing and presenting art.
Grade 8
VA:Pr5.1.8
Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.

Visual Arts/Presenting
#VA:Pr6.1
Process Component: Analyze
Anchor Standard: Convey meaning through the presentation of artistic work.
Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
Essential Question: What is an art museum? How does the presenting & sharing of objects, artifacts, & artworks influence & shape ideas, beliefs, & experiences? How do objects, artifacts, & artworks collected, preserved, or presented, cultivate appreciation & understanding?

Grade 6
VA:Pr6.1.6
Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.
Grade 7
VA:Pr6.1.7
Compare and contrast viewing and experiencing collections and exhibitions in different venues.
Grade 8
VA:Pr6.1.8
Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.

Visual Arts/Responding
#VA:Re7.1
Process Component: Share
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
Essential Question: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

Grade 6
VA:Re7.1.6
Identify and interpret works of art or design that reveal how people live around the world and what they value.
Grade 7
VA:Re7.1.7
Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.
Grade 8
VA:Re7.1.8
Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.

Visual Arts/Responding
#VA:Re7.2
Process Component: Perceive
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Visual imagery influences understanding of and responses to the world.
Essential Question: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

Grade 6
VA:Re7.2.6
Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.
Grade 7
VA:Re7.2.7
Analyze multiple ways that images influence specific audiences.
Grade 8
VA:Re7.2.8
Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.

Visual Arts/Responding
#VA:Re8.1
Process Component: Perceive
Anchor Standard: Interpret intent and meaning in artistic work.
Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.
Essential Question: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

Grade 6
VA:Re8.1.6
Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.
Grade 7
VA:Re8.1.7

Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.

Grade 8

VA:Re8.1.8

Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

Visual Arts/Responding

#VA:Re9.1

Process Component: Analyze

Anchor Standard: Apply criteria to evaluate artistic work.

Enduring Understanding: People evaluate art based on various criteria.

Essential Question: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Grade 6

VA:Re9.1.6

Develop and apply relevant criteria to evaluate a work of art.

Grade 7

VA:Re9.1.7

Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.

Grade 8

VA:Re9.1.8

Create a convincing and logical argument to support an evaluation of art.

Visual Arts/Connecting

#VA:Cn10.1

Process Component: Interpret

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Essential Question: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Grade 6

VA:Cn10.1.6

Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.

Grade 7

VA:Cn10.1.7

Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.

Grade 8

VA:Cn10.1.8

Make art collaboratively to reflect on and reinforce positive aspects of group identity.

Visual Arts/Connecting

#VA:Cn11.1
Process Component: Synthesize
Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
Essential Question: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Grade 6
VA:Cn11.1.6
Analyze how art reflects changing times, traditions, resources, and cultural uses.
Grade 7
VA:Cn11.1.7
Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.
Grade 8
VA:Cn11.1.8
Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

Idaho Fine Arts Standards – Visual Arts, High School

Visual Arts/Creating
#VA:Cr1.1
Process Component: Investigate, Plan, Make
Anchor Standard: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.
Essential Question: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Grade Hs proficient
VA:Cr1.1.HSI
Use multiple approaches to begin creative endeavors.
Grade Hs accomplished
VA:Cr1.1.HSII
Individually or collaboratively formulate new creative problems based on student's existing artwork.
Grade Hs advanced
VA:Cr1.1.HSIII
Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.

Visual Arts/Creating
#VA:Cr1.2

Process Component: Investigate, Plan, Make
Anchor Standard: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.
Essential Question: How does knowing the contexts histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations.

Grade Hs proficient
VA:Cr1.2.HSI
Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.
Grade Hs accomplished
VA:Cr1.2.HSII
Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
Grade Hs advanced
VA:Cr1.2.HSIII
Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

Visual Arts/Creating
#VA:Cr2.1
Process Component: Investigate
Anchor Standard: Organize and develop artistic ideas and work.
Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
Essential Question: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

Grade Hs proficient
VA:Cr2.1.HSI
Engage in making a work of art or design without having a preconceived plan.
Grade Hs accomplished
VA:Cr2.1.HSII
Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
Grade Hs advanced
VA:Cr2.1.HSIII
Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

Visual Arts/Creating
#VA:Cr2.2
Process Component: Investigate
Anchor Standard: Organize and develop artistic ideas and work.
Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Essential Question: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

Grade Hs proficient
VA:Cr2.2.HSI
Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
Grade Hs accomplished
VA:Cr2.2.HSII
Demonstrate awareness of ethical implications of making and distributing creative work.
Grade Hs advanced
VA:Cr2.2.HSIII
Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.

Visual Arts/Creating
#VA:Cr2.3
Process Component: Investigate
Anchor Standard: Organize and develop artistic ideas and work.
Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
Essential Question: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

Grade Hs proficient
VA:Cr2.3.HSI
Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
Grade Hs accomplished
VA:Cr2.3.HSII
Redesign an object, system, place, or design in response to contemporary issues.
Grade Hs advanced
VA:Cr2.3.HSIII
Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

Visual Arts/Creating
#VA:Cr3.1
Process Component: Reflect, Refine, Continue
Anchor Standard: Refine and complete artistic work.
Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
Essential Question: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Grade Hs proficient
VA:Cr3.1.HSI

Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Grade Hs accomplished

VA:Cr3.1.HSII

Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

Grade Hs advanced

VA:Cr3.1.HSIII

Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

Visual Arts/Presenting

#VA:Pr.4.1

Process Component: Relate

Anchor Standard: Select, analyze and interpret artistic work for presentation.

Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.

Essential Question: How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

Grade Hs proficient

VA:Pr.4.1.HSI

Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

Grade Hs accomplished

VA:Pr.4.1.HSII

Analyze, select, and critique personal artwork for a collection or portfolio presentation.

Grade Hs advanced

VA:Pr.4.1.HSIII

Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

Visual Arts/Presenting

#VA:Pr5.1

Process Component: Select

Anchor Standard: Develop and refine artistic techniques and work for presentation.

Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

Essential Question: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Grade Hs proficient

VA:Pr5.1.HSI

Analyze and evaluate the reasons and ways an exhibition is presented.

Grade Hs accomplished

VA:Pr5.1.HSII

Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
Grade Hs advanced
VA:Pr5.1.HSIII
Investigate, compare, and contrast methods for preserving and protecting art.

Visual Arts/Presenting
#VA:Pr6.1
Process Component: Analyze
Anchor Standard: Convey meaning through the presentation of artistic work.
Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
Essential Question: What is an art museum? How does the presenting & sharing of objects, artifacts, & artworks influence & shape ideas, beliefs, & experiences? How do objects, artifacts, & artworks collected, preserved, or presented, cultivate appreciation & understanding?

Grade Hs proficient
VA:Pr6.1.HSI
Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
Grade Hs accomplished
VA:Pr6.1.HSII
Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
Grade Hs advanced
VA:Pr6.1.HSIII
Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.

Visual Arts/Responding
#VA:Re7.1
Process Component: Share
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
Essential Question: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

Grade Hs proficient
VA:Re7.1.HSI
Hypothesize ways in which art influences perception and understanding of human experiences.
Grade Hs accomplished
VA:Re7.1.HSII
Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
Grade Hs advanced
VA:Re7.1.HSIII

Analyze how responses to art develop over time based on knowledge of and experience with art and life.

Visual Arts/Responding
#VA:Re7.2
Process Component: Perceive
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Visual imagery influences understanding of and responses to the world.
Essential Question: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

Grade Hs proficient
VA:Re7.2.HSI
Analyze how one's understanding of the world is affected by experiencing visual imagery.
Grade Hs accomplished
VA:Re7.2.HSII
Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
Grade Hs advanced
VA:Re7.2.HSIII
Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

Visual Arts/Responding
#VA:Re8.1
Process Component: Perceive
Anchor Standard: Interpret intent and meaning in artistic work.
Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.
Essential Question: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

Grade Hs proficient
VA:Re8.1.HSI
Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
Grade Hs accomplished
VA:Re8.1.HSII
Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
Grade Hs advanced
VA:Re8.1.HSIII
Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

Visual Arts/Responding
#VA:Re9.1
Process Component: Analyze
Anchor Standard: Apply criteria to evaluate artistic work.

Enduring Understanding: People evaluate art based on various criteria.
Essential Question: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Grade Hs proficient
VA:Re9.1.HSI
Establish relevant criteria in order to evaluate a work of art or collection of works.
Grade Hs accomplished
VA:Re9.1.HSII
Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Grade Hs advanced
VA:Re9.1.HSIII
Construct evaluations of a work of art or collection of works based on differing sets of criteria.

Visual Arts/Connecting
#VA:Cn10.1
Process Component: Interpret
Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
Essential Question: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Grade Hs proficient
VA:Cn10.1.HSI
Document the process of developing ideas from early stages to fully elaborated ideas.
Grade Hs accomplished
VA:Cn10.1.HSII
Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.
Grade Hs advanced
VA:Cn10.1.HSIII
Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

Visual Arts/Connecting
#VA:Cn11.1
Process Component: Synthesize
Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
Essential Question: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Grade Hs proficient
VA:Cn11.1.HSI
Describe how knowledge of culture, traditions, and history may influence personal responses to art.
Grade Hs accomplished

VA:Cn11.1.HSII
Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.
Grade Hs advanced
VA:Cn11.1.HSIII
Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

Arts and Humanities

Dance

Approved by the Idaho State Board of Education, ~~April 17, 2009~~ August 13, 2015

Rules Governing Thoroughness (08.02.03.004)

IDAHO CONTENT STANDARDS

~~IDAHO HUMANITIES CONTENT STANDARDS~~

~~DANCE~~

~~Standard 1: Historical and Cultural Contexts~~

~~Goals:~~	~~K-3~~	~~4-5~~	~~6-8~~	~~9-12~~
~~**Goal 1.1: Discuss historical and cultural contexts of dance and perform examples.**~~	~~K-3.D.1.1.1 Identify and perform dances associated with particular places and events.~~	~~4-5.D.1.1.1 Research and perform dance forms that have evolved during specific periods of history (e.g., ballet, jazz).~~	~~6-8.D.1.1.1 Investigate one dance tradition of the United States and perform it (e.g., square dance, tap dance, Native American dance).~~	~~9-12.D.1.1.1 Choreograph and perform a dance that illustrates a significant historical event, culture, or concept.~~
	~~K-3.D.1.1.2 Discuss common subjects, ideas, and themes in dances from different cultures.~~	~~4-5.D.1.1.2 Explain how a dance from a culture or time period reflects values of its society.~~	~~6-8.D.1.1.2 Explain the influence of historical events or culture on the development of a dance form.~~	~~9-12.D.1.1.2 Discuss how dance has a history, purpose, and function in cultures.~~
~~**Goal 1.2: Demonstrate interrelationships among visual and performing arts disciplines.**~~	~~K-3.D.1.2.1 Compare dance and other art forms associated with various cultures in various time periods.~~	~~4-5.D.1.2.1 Create a dance based on another art form (e.g., students create a dance phrase based on a poem, a piece of music, or from a costume).~~	~~6-8.D.1.2.1 Compare ballet and modern dance, and find music that is appropriate for each form of dance.~~	~~9-12.D.1.2.1 Create functional scenery, properties, lighting, sound, and costumes that enhance a dance performance.~~
	~~K-3.D.1.2.2 Identify common ideas found in other art forms and explore them through movement (e.g., students identify the idea of sadness and improvise the idea through movement using "sad" music).~~	~~4-5.D.1.2.2 Identify common themes or ideas found in other art forms and communicate them through movement.~~	~~6-8.D.1.2.2 Create a set, costumes, or props for a dance.~~	~~9-12.D.1.2.2 Create an original dance that is inspired by visual arts, music, theatre, or literary works.~~

~~Standard 2: Critical Thinking~~

~~Goals~~	~~K-3~~	~~4-5~~	~~6-8~~	~~9-12~~
~~**Goal 2.1: Exercise sound reasoning in understanding and making choices in dance.**~~	~~K-3.D.2.1.1 Talk about dance as a means of communicating emotions (happy, sad, angry).~~	~~4-5.D.2.1.1 Discuss and show how dance creates and communicates meaning.~~	~~6-8.D.2.1.1 Identify criteria for evaluating how well a dance performance conveys meaning.~~	~~9-12.D.2.1.1 Write a critique of a dance performance, examining how dance creates and communicates meaning.~~
	~~K-3.D.2.1.2 Develop dance vocabulary when discussing dance.~~	~~4-5.D.2.1.2 Develop and apply dance vocabulary when discussing dance.~~	~~6-8.D.2.1.2 Use appropriate vocabulary when analyzing a dance performance.~~	~~9-12.D.2.1.2 Develop and use dance vocabulary to discuss a variety of dance disciplines.~~
	~~K-3.D.2.1.3 Show through movement how the human body is used to express or communicate an action, idea, or experience.~~	~~4-5.D.2.1.3 Change one section of a dance and discuss how it affects the meaning of the dance.~~	~~6-8.D.2.1.3 Experiment with how different artistic choices can change the meaning of a dance.~~	~~9-12.D.2.1.3 Discuss the aesthetics of dance.~~
~~**Goal 2.2: Formulate and express opinions about dance performances.**~~	~~K-3.D.2.2.1 Voice personal preferences about dances within a classroom or other setting.~~	~~4-5.D.2.2.1 Observe a dance performance, discuss its meaning, and voice a personal response to it.~~	~~6-8.D.2.2.1 Discuss how various dance disciplines express different ideas, and voice a preference for one style.~~	~~9-12.D.2.2.1 Apply specific criteria for making informed critical evaluations of the quality and effectiveness of performance, costumes, lighting, choreography, or other aspects of a dance.~~
	~~K-3.D.2.2.2 Show how dance elicits various interpretations.~~	~~4-5.D.2.2.2 Discuss the process and effort involved in developing an idea into a dance work.~~	~~6-8.D.2.2.2 Explain how lighting, music, and costuming can contribute to the meaning and/or success of a dance performance.~~	~~9-12.D.2.2.2 Explain how lighting, music, and costuming can contribute to the meaning and/or success of a dance performance.~~

Standard 3: Performance

Goals:	K-3	4-5	6-8	9-12
Goal 3.1: Identify and practice concepts essential to dance.	K-3.D.3.1.1 Identify and practice different movement qualities (e.g., rise, fall).	4-5.D.3.1.1 Identify and practice transfer of weight, elevation, turning, and falling at varying speeds.	6-8.D.3.1.1 Practice correct strengthening and stretching sequences.	9-12.D.3.1.1 Practice lengthy and complex movement combinations in at least two different genres.
	K-3.D.3.1.2 Demonstrate how the body can change, create shapes, change levels, and move through pathways and in space at various speeds.	4-5.D.3.1.2 Memorize set patterns of movement.	6-8.D.3.1.2. Practice maintaining both stationary and moving alignment, balance, and control.	9-12.D.3.1.2 Perform contrasting movement qualities within a dance phrase (e.g., rise and fall, tension and release, glide and dart).
	K-3.D.3.1.3 Demonstrate dance phrases, following a specific floor pattern.	4-5.D.3.1.3 Identify and practice ways dancers warm up, stretch, and strengthen their bodies.	6-8.D.3.1.3 Practice warming up, stretching, and strengthening body parts.	9-12.D.3.1.3 Perform new movement with an ever-increasing mastery of body alignment, balance, and control.
Goal 3.2: Communicate in dance through application of artistic concepts, knowledge, and skills.	K-3.D.3.2.1 Repeat demonstrated body movements and rhythm patterns.	4-5.D.3.2.1 Perform dances from at least two different dance disciplines (jazz, ballet, modern, tap, folk).	6-8.D.3.2.1 Identify and execute on- and off-balance movement phrases.	9-12.D.3.2.1 Perform a dance using contrast in energy and tempo.
	K-3.D.3.2.2 Move as an individual and as part of a group without talking.	4-5.D.3.2.2 Demonstrate a rhythmic pattern through movement.	6-8.D.3.2.2 Identify and execute movements in the three planes (vertical, horizontal, and saggital).	9-12.D.3.2.2 Illustrate the characteristics of a particular dance discipline through a performance that incorporates several skills.
	K-3.D.3.2.3 Move at various tempos.	4-5.D.3.2.3 Create and follow a floor pattern.	6-8.D.3.2.3 Create and follow a floor pattern.	9-12.D.3.2.3 Create a dance, incorporating characteristics of a particular dance discipline.
			6-8.D.3.2.4 Select and/or make costumes	9-12.D.3.2.4 Select and/or make costumes that

			~~that support the intent of a dance.~~	~~support the intent of a dance.~~
~~**Goal 3.3: Communicate in dance through creative expression.**~~	~~K-3.D.3.3.1~~ ~~Create movement based on a theme (e.g., improvise on the topic of the solar system).~~	~~4-5.D.3.3.1~~ ~~Improvise or create choreography based on how the body can create shapes, change levels, and move through pathways, using stage directions.~~	~~6-8.D.3.3.1~~ ~~Perform short dance works of two different dance disciplines.~~	~~9-12.D.3.3.1~~ ~~Choreograph a dance based on a theme.~~
	~~K-3.D.3.3.2~~ ~~Create a dance phrase with a beginning, middle, and end.~~	~~4-5.D.3.3.2~~ ~~Analyze a movement problem (e.g., move to the floor from standing without using your hands) with a partner or a group, and create a solution.~~	~~6-8.D.3.3.2~~ ~~Choreograph a duet.~~	~~9-12.D.3.3.2~~ ~~Choreograph a dance for a duet or a small ensemble.~~
	~~K-3.D.3.3.3~~ ~~Communicate an idea through movement.~~	~~4-5.D.3.3.3~~ ~~Develop and communicate new ideas through movement.~~	~~6-8.D.3.3.3~~ ~~Create a round or canon for a group of dancers to perform.~~	~~9-12.D.3.3.3~~ ~~Improvise a dance in silence or with an alternative accompaniment (e.g., spoken word, sound effects).~~
	~~K-3.D.3.3.4~~ ~~Learn and perform a simple dance, following the cues of a leader.~~	~~4-5.D.3.3.4~~ ~~Learn and perform a simple dance, expressing its mood.~~	~~6-8.D.3.3.4~~ ~~Memorize, practice, refine, and perform a dance created by someone else, interpreting its meaning.~~	~~9-12.D.3.3.4~~ ~~Memorize, practice, refine, and perform a dance created by someone else, interpreting its meaning and mood.~~
	~~K-3.D.3.3.5~~ ~~Create a dance phrase, working productively with others.~~	~~4-5.D.3.3.5~~ ~~Create a dance phrase, working productively with others, respecting diverse perspectives.~~	~~6-8.D.3.3.5~~ ~~Create a dance phrase, working productively with others, respecting diverse perspectives.~~	~~9-12.D.3.3.5~~ ~~Create choreography, articulating reasons for artistic decisions.~~

Idaho Fine Arts Standards – Dance K-3

Dance/Creating
#DA:Cr1.1
Process Component: Explore
Anchor Standard: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
Essential Question: Where do choreographers get ideas for dances?

Grade K
DA:Cr1.1.K
a. Respond in movement to a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance).

b. Explore different ways to do basic locomotor and non-locomotor movements by changing at least one of the elements of dance.

Grade 1
DA:Cr1.1.1
a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and identify the source

b. Explore a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.

Grade 2
DA:Cr1.1.2
a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources for movement ideas.

b. Combine a variety of movements while manipulating the elements of dance.

Grade 3
DA:Cr1.1.3
a. Experiment with a variety of self-identified stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences) for movement.

b. Explore a given movement problem. Select and demonstrate a solution.

Dance/Creating
#DA:Cr2.1
Process Component: Plan
Anchor Standard: Organize and develop artistic ideas and work.
Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.

Essential Question: What influences choice-making in creating choreography?

Grade K

DA:Cr2.1.K

a.Improvise dance that has a beginning, middle, and end.

b.Express an idea, feeling, or image, through improvised movement moving alone or with a partner

Grade 1

DA:Cr2.1.1

a.Improvise a series of movements that have a beginning, middle, and end, and describe movement choices.

b.Choose movements that express an idea or emotion, or follow a musical phrase.

Grade 2

DA:Cr2.1.2

a.Improvise a dance phrase with a beginning, a middle that has a main idea, and a clear end.

b.Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices.

Grade 3

DA:Cr2.1.3

a.Identify and experiment with choreographic devices to create simple movement patterns and dance structures (for example, AB, ABA, theme and development).

b.Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.

Dance/Creating

#DA:Cr3.1

Process Component: Revise

Anchor Standard: Refine and complete artistic work.

Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

Essential Question: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

Grade K

DA:Cr3.1.K

a.Apply suggestions for changing movement through guided improvisational experiences.

b.Depict a dance movement by drawing a picture or using a symbol.

Grade 1

DA:Cr3.1.1

a.Explore suggestions to change movement from guided improvisation and/or short remembered sequences.

b.Depict several different types of movements of a dance by drawing a picture or using a symbol (for example, jump, turn, slide, bend, reach).

Grade 2

DA:Cr3.1.2

a.Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.

b. Depict the levels of movements in a variety of dance movements by drawing a picture or using symbols (for example, high, middle, low).

Grade 3

DA:Cr3.1.3

a.Revise movement choices in response to feedback to improve a short dance study. Describe the differences the changes made in the movements.

b. Depict directions or spatial pathways in a dance phrase by drawing a picture map or using a symbol.

Dance/Performing

#DA:Pr4.1

Process Component: Express

Anchor Standard: Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Space, time, and energy are basic elements of dance.

Essential Question: How do dancers work with space, time and energy to communicate artistic expression?

Grade K

DA:Pr4.1.K

a.Make still and moving body shapes that show lines (for example, straight, bent, and curved), changes levels, and vary in size (large/small). Join with others to make a circle formation and work with others to change its dimensions.

b.Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.

c.Identify and apply different characteristics to movements (for example, slow, smooth, or wavy).

Grade 1

DA:Pr4.1.1

a.Demonstrate locomotor and non-locomotor movements that change body shapes, levels, and facings. Move in straight, curved, and zig-zagged pathways. Find and return to place in space. Move with others to form straight lines and circles.

b.Relate quick, moderate and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beat.

c.Demonstrate movement characteristics along with movement vocabulary (for example, use adverbs and adjectives that apply to movement such as a bouncy leap, a floppy fall, a jolly jump, and joyful spin).

Grade 2

DA:Pr4.1.2

a.Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts. Differentiate between circling and turning as two separate ways of continuous directional change.

b.Identify the length of time a move or phrase takes (for example, whether it is long or short). Identify and move on the downbeat in duple and triple meter. Correlate metric phrasing with movement phrasing.

c. Select and apply appropriate characteristics to movements (for example, selecting specific adverbs and adjectives and apply them to movements). Demonstrate kinesthetic awareness while dancing the movement characteristics.

Grade 3

DA:Pr4.1.3

a.Judge spaces as distance traveled and use space three-dimensionally. Demonstrate shapes with positive and negative space. Perform movement sequences in and through space with intentionality and focus.

b.Fulfill specified duration of time with improvised locomotor and non-locomotor movements. Differentiate between “in time” and “out of time” to music. Perform movements that are the same or of a different time orientation to accompaniment. Use metric and kinesthetic phrasing.

c.Fulfill specified duration of time with improvised locomotor and non-locomotor movements. Differentiate between “in time” and “out of time” to music. Perform movements that are the same or of a different time orientation to accompaniment. Use metric and kinesthetic phrasing.

Dance/Performing

#DA:Pr5.1

Process Component: Embody

Anchor Standard: Develop and refine artistic technique and work for presentation.

Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

Essential Question: What must a dancer do to prepare the mind and body for artistic expression?

Grade K
DA:Pr5.1.K
a.Demonstrate same-side and cross-body locomotor and non-locomotor movements, body patterning movements, and body shapes.

b.Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.

c.Move body parts in relation to other body parts and repeat and recall movements upon request.
Grade 1
DA:Pr5.1.1
a.Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, and directionality.

b.Move safely in general space through a range of activities and group formations while maintaining personal space.

c.Modify movements and spatial arrangements upon request
Grade 2
DA:Pr5.1.2
a.Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways.

b.Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space.

c.Repeat movements, with an awareness of self and others in space. Self-adjust and modify movements or placement upon request.
Grade 3
DA:Pr5.1.3
a. Replicate body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support.

b.Adjust body-use to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs.

c.Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills.

Dance/Performing
#DA:Pr6.1
Process Component: Present
Anchor Standard: Convey meaning through the presentation of artistic work.

Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.
Essential Question: How does a dancer heighten artistry in a public performance?

Grade K
DA:Pr6.1.K
a.Dance for and with others in a designated space.

b.Select a prop to use as part of a dance.
Grade 1
DA:Pr6.1.1
a. Dance for others in a space where audience and performers occupy different areas.

b.Explore the use of simple props to enhance performance.
Grade 2
DA:Pr6.1.2
a. Dance for and with others in a space where audience and performers occupy different areas.

b.Use limited production elements (for example, hand props, simple scenery, or media projections).
Grade 3
DA:Pr6.1.3
a.Identify the main areas of a performance space using production terminology (for example, stage right, stage left, center stage, upstage, and downstage).

b.Explore simple production elements (costumes, props, music, scenery, lighting, or media) for a dance performed for an audience in a designated specific performance space.

Dance/Responding
#DA:Re7.1
Process Component: Analyze
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.
Essential Question: How is a dance understood?

Grade K
DA:Re7.1.K
a.Find a movement that repeats in a dance.

b.Demonstrate or describe observed or performed dance movements
Grade 1
DA:Re7.1.1
a.Find a movement that repeats in a dance to make a pattern.

b.Demonstrate and describe observed or performed dance movements from a specific genre or culture

Grade 2

DA:Re7.1.2

a.Find movements in a dance that develop a pattern.

b.Demonstrate and describe movements in dances from different genres or cultures.

Grade 3

DA:Re7.1.3

a. Find a movement pattern that creates a movement phrase in a dance work.

b.Demonstrate and explain how one dance genre is different from another, or how one cultural movement practice is different from another.

Dance/Responding

#DA:Re8.1

Process Component: Interpret

Anchor Standard: Interpret intent and meaning in artistic work.

Enduring Understanding: Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.

Essential Question: How is dance interpreted?

Grade K

DA:Re8.1.K

a.Observe movement and describe it using simple dance terminology.

Grade 1

DA:Re8.1.1

a. Select movements from a dance that suggest ideas and explain how the movement captures the idea using simple dance terminology.

Grade 2

DA:Re8.1.2

a. Use context cues from movement to identify meaning and intent in a dance using simple dance terminology.

Grade 3

DA:Re8.1.3

a. Select specific context cues from movement. Explain how they relate to the main idea of the dance using basic dance terminology.

Dance/Responding

#DA:Re9.1

Process Component: Critique

Anchor Standard: Apply criteria to evaluate artistic work.

Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.

Essential Question: What criteria are used to evaluate dance?

Grade K

DA:Re9.1.K

a.Find a movement that was noticed in a dance. Demonstrate the movement that was noticed and explain why it attracted attention.

Grade 1

DA:Re9.1.1

a.Identify and demonstrate several movements in a dance that attracted attention. Describe the characteristics that make the movements interesting and talk about why they were chosen.

Grade 2

DA:Re9.1.2

a.Observe or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dances that make the dances work well, and explain why they work. Use simple dance terminology.

Grade 3

DA:Re9.1.3

a. Select dance movements from specific genres, styles, or cultures. Identify characteristic movements from these dances and describe in basic dance terminology ways in which they are alike and different.

Dance/Connecting

#DA:Cn10.1

Process Component: Synthesize

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.

Essential Question: How does dance deepen our understanding of ourselves, other knowledge, and events around us?

Grade K

DA:Cn10.1.K

a.Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience.

b.Observe a work of visual art. Describe and then express through movement something of interest about the artwork, and ask questions for discussion concerning the artwork.

Grade 1

DA:Cn10.1.1

a.Find an experience expressed or portrayed in a dance that relates to a familiar experience. Identify the movements that communicate this experience.

b.Observe illustrations from a story. Discuss observations and identify ideas for dance movement and demonstrate the big ideas of the story.

Grade 2

DA:Cn10.1.2

a.Describe, create, and/or perform a dance that expresses personal meaning and explain how certain movements express this personal meaning.

b.Respond to a dance work using an inquiry-based set of questions (for example, See, Think, Wonder). Create movement using ideas from responses and explain how certain movements express a specific idea.

Grade 3

DA:Cn10.1.3

a.Compare the relationships expressed in a dance to relationships with others. Explain how they are the same or different.

b.Ask and research a question about a key aspect of a dance that communicates a perspective about an issue or event. Explore the key aspect through movement. Share movements and describe how the movements help to remember or discover new qualities in these key aspects. Communicate the new learning in oral, written, or movement form.

Dance/Connecting

#DA:Cn11.1

Process Component: Relate

Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

Essential Question: How does knowing about societal, cultural, historical and community experiences expand dance literacy?

Grade K

DA:Cn11.1.K

a.Describe or demonstrate the movements in a dance that was watched or performed.

Grade 1

DA:Cn11.1.1

a.Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced.

Grade 2

DA:Cn11.1.2

a.Observe a dance and relate the movement to the people or environment in which the dance was created and performed.

Grade 3

DA:Cn11.1.3

a.Find a relationship between movement in a dance from a culture, society, or community and the culture from which the dance is derived. Explain what the movements communicate about key aspects of the culture, society, or community.

Idaho Fine Arts Standards – Dance 4-5

Dance/Creating
#DA:Cr1.1
Process Component: Explore
Anchor Standard: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
Essential Question: Where do choreographers get ideas for dances?

Grade 4
DA:Cr1.1.4
a. Identify ideas for choreography generated from a variety of stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences).

b. Develop a movement problem and manipulate the elements of dance as tools to find a solution.

Grade 5
DA:Cr1.1.5
a.Build content for choreography using several stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).

b.Construct and solve multiple movement problems to develop choreographic content.

Dance/Creating
#DA:Cr2.1
Process Component: Plan
Anchor Standard: Organize and develop artistic ideas and work.
Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.
Essential Question: What influences choice-making in creating choreography?

Grade 4
DA:Cr2.1.4
a.Manipulate or modify choreographic devices to expand movement possibilities and create a variety of movement patterns and structures. Discuss movement choices.

b.Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the movement choices.

Grade 5
DA:Cr2.1.5
a.Manipulate or modify a variety of choreographic devices to expand choreographic possibilities and develop a main idea. Explain reasons for movement choices.

b.Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.

Dance/Creating
#DA:Cr3.1
Process Component: Revise
Anchor Standard: Refine and complete artistic work.
Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.
Essential Question: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

Grade 4
DA:Cr3.1.4
a.Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a short dance study. Explain choices made in the process.

b.Depict the relationships between two or more dancers in a dance phrase by drawing a picture or using symbols (for example, next to, above, below, behind, in front of).

Grade 5
DA:Cr3.1.5
a.Explore through movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. Explain the movement choices and refinements.

b.Record changes in a dance sequence through writing, symbols, or a form of media technology.

Dance/Performing
#DA:Pr4.1
Process Component: Express
Anchor Standard: Select, analyze, and interpret artistic work for presentation.
Enduring Understanding: Space, time, and energy are basic elements of dance.
Essential Question: How do dancers work with space, time and energy to communicate artistic expression?

Grade 4
DA:Pr4.1.4
a. Make static and dynamic shapes with positive and negative space. Perform elevated shapes (jump shapes) with soft landings and movement sequences alone and with others, establishing relationships with other dancers through focus of eyes.

b.Accompany other dancers using a variety of percussive instruments and sounds. Respond in movement to even and uneven rhythms. Recognize and respond

to tempo changes as they occur in dance and music.

c.Analyze movements and phrases for use of energy and dynamic changes and use adverbs and adjectives to describe them. Based on the analysis, refine the phrases by incorporating a range of movement characteristics.

Grade 5

DA:Pr4.1.5

a.Integrate static and dynamic shapes and floor and air pathways into dance sequences. Establish relationships with other dancers through focus of eyes and other body parts. Convert inward focus to outward focus for projecting out to far space.

b.Dance to a variety of rhythms generated from internal and external sources. Perform movement phrases that show the ability to respond to changes in time.

c.Contrast bound and free-flowing movements. Motivate movement from both central initiation (torso) and peripheral initiation (distal) and analyze the relationship between initiation and energy.

Dance/Performing

#DA:Pr5.1

Process Component: Embody

Anchor Standard: Develop and refine artistic technique and work for presentation.

Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

Essential Question: What must a dancer do to prepare the mind and body for artistic expression?

Grade 4

DA:Pr5.1.4

a.Demonstrate fundamental dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness) and movement qualities when replicating and recalling patterns and sequences of locomotor and non-locomotor movements.

b.Execute techniques that extend movement range, build strength, and develop endurance. Explain the relationship between execution of technique, safe body-use, and healthful nutrition.

c.Coordinate phrases and timing with other dancers by cueing off each other and responding to stimuli cues (for example, music, text, or lighting). Reflect on feedback from others to inform personal dance performance goals.

Grade 5

DA:Pr5.1.5

a.Recall and execute a series of dance phrases using fundamental dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement).

b.Demonstrate safe body-use practices during technical exercises and movement combinations. Discuss how these practices, along with healthful eating habits, promote strength, flexibility, endurance and injury prevention.

c.Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals.

Dance/Performing
#DA:Pr6.1
Process Component: Present
Anchor Standard: Convey meaning through the presentation of artistic work.
Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.
Essential Question: How does a dancer heighten artistry in a public performance?

Grade 4
DA:Pr6.1.4
a.Consider how to establish a formal performance space from an informal setting (for example, gymnasium or grassy area).

b.Identify, explore, and experiment with a variety of production elements to heighten the artistic intent and audience experience.

Grade 5
DA:Pr6.1.5
a.Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.

b.Identify, explore, and select production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.

Dance/Responding
#DA:Re7.1
Process Component: Analyze
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.
Essential Question: How is a dance understood?

Grade 4
DA:Re7.1.4
a. Find patterns of movement in dance works that create a style or theme.

b.Demonstrate and explain how dance styles differ within a genre or within a cultural movement practice.

Grade 5

DA:Re7.1.5
a. Find meaning or artistic intent from the patterns of movement in a dance work.

b.Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own cultural movement practice. Compare them to the qualities and characteristics of style found in a different dance genre, style, or cultural movement practice, also using basic dance terminology.

Dance/Responding
#DA:Re8.1
Process Component: Interpret
Anchor Standard: Interpret intent and meaning in artistic work.
Enduring Understanding: Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.
Essential Question: How is dance interpreted?

Grade 4
DA:Re8.1.4
a.Relate movements, ideas, and context to decipher meaning in a dance using basic dance terminology.

Grade 5
DA:Re8.1.5
a.Interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.

Dance/Responding
#DA:Re9.1
Process Component: Critique
Anchor Standard: Apply criteria to evaluate artistic work.
Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.
Essential Question: What criteria are used to evaluate dance?

Grade 4
DA:Re9.1.4
a.Discuss and demonstrate the characteristics that make a dance artistic and apply those characteristics to dances observed or performed in a specific genre, style, or cultural movement practice. Use basic dance terminology.

Grade 5
DA:Re9.1.5
a.Define the characteristics of dance that make a dance artistic and meaningful. Relate them to the elements of dance in genres, styles, or cultural movement practices. Use basic dance terminology to describe characteristics that make a dance artistic and meaningful.

Dance/Connecting
#DA:Cn10.1
Process Component: Synthesize
Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.
Essential Question: How does dance deepen our understanding of ourselves, other knowledge, and events around us?

Grade 4
DA:Cn10.1.4
a.Relate the main idea or content in a dance to other experiences. Explain how the main idea of a dance is similar to or different from one's own experiences, relationships, ideas or perspectives.

b.Develop and research a question relating to a topic of study in school using multiple sources of references. Select key aspects about the topic and choreograph movements that communicate the information. Discuss what was learned from creating the dance and describe how the topic might be communicated using another form of expression.

Grade 5
DA:Cn10.1.5
a.Compare two dances with contrasting themes. Discuss feelings and ideas evoked by each. Describe how the themes and movements relate to points of view and experiences.

b.Choose a topic, concept, or content from another discipline of study and research how other art forms have expressed the topic. Create a dance study that expresses the idea. Explain how the dance study expressed the idea and discuss how this learning process is similar to, or different from, other learning situations.

Dance/Connecting
#DA:Cn11.1
Process Component: Relate
Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.
Essential Question: How does knowing about societal, cultural, historical and community experiences expand dance literacy?

Grade 4
DA:Cn11.1.4
a.Select and describe movements in a specific genre or style and explain how the movements relate to the culture, society, historical period, or community from which the dance originated.

Grade 5

DA:Cn11.1.5
a.Describe how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.

Idaho Fine Arts Standards – Dance 6-8

Dance/Creating
#DA:Cr1.1
Process Component: Explore
Anchor Standard: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
Essential Question: Where do choreographers get ideas for dances?

Grade 6
DA:Cr1.1.6
a.Relate similar or contrasting ideas to develop choreography using a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events).

b.Explore various movement vocabularies to transfer ideas into choreography.

Grade 7
DA:Cr1.1.7
a.Compare a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) and make selections to expand movement vocabulary and artistic expression.

b.Explore various movement vocabularies to express an artistic intent in choreography. Explain and discuss the choices made using genre-specific dance terminology.

Grade 8
DA:Cr1.1.8
a.Implement movement from a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) to develop dance content for an original dance study or dance.

b. Identify and select personal preferences to create an original dance study or dance. Use genre-specific dance terminology to articulate and justify choices made in movement development to communicate intent.

Dance/Creating
#DA:Cr2.1
Process Component: Plan
Anchor Standard: Organize and develop artistic ideas and work.
Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.
Essential Question: What influences choice-making in creating choreography?

Grade 6

DA:Cr2.1.6
a.Explore choreographic devices and dance structures to develop a dance study that supports an artistic intent. Explain the goal or purpose of the dance.

b.Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Based on the criteria, evaluate why some movements are more or less effective than others.
Grade 7
DA:Cr2.1.7
a.Use a variety of choreographic devices and dance structures to develop a dance study with a clear artistic intent. Articulate reasons for movement and structural choices.

b.Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Articulate how the artistic criteria serve to communicate the meaning of the dance.
Grade 8
DA:Cr2.1.8
a.Collaborate to select and apply a variety of choreographic devices and dance structures to choreograph an original dance study or dance with a clear artistic intent. Articulate the group process for making movement and structural choices.

b.Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. Discuss how the criteria clarify or intensify the meaning of the dance.

Dance/Creating
#DA:Cr3.1
Process Component: Revise
Anchor Standard: Refine and complete artistic work.
Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.
Essential Question: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?
Grade 6
DA:Cr3.1.6
a.Revise dance compositions using collaboratively developed artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent.

b.Explore or invent a system to record a dance sequence through writing, symbols, or a form of media technology.
Grade 7
DA:Cr3.1.7

a.Evaluate possible revisions of dance compositions and, if necessary, consider revisions of artistic criteria based on self-reflection and feedback of others. Explain reasons for choices and how they clarify artistic intent.

b.Investigate a recognized system to document a dance sequence by using words, symbols, or media technologies.

Grade 8

DA:Cr3.1.8

a.Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others. Articulate the reasons for choices and revisions and explain how they clarify and enhance the artistic intent.

b.Experiment with aspects of a recognized system to document a section of a dance by using words, symbols, or media technologies.

Dance/Performing

#DA:Pr4.1

Process Component: Express

Anchor Standard: Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Space, time, and energy are basic elements of dance.

Essential Question: How do dancers work with space, time and energy to communicate artistic expression?

Grade 6

DA:Pr4.1.6

a.Refine partner and ensemble skills in the ability to judge distance and spatial design. Establish diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space.

b. Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance work. Accurately use accented and unaccented beats in 3/4 and 4/4 meter.

c.Use the internal body force created by varying tensions within one's musculature for movement initiation and dynamic expression. Distinguish between bound and free-flowing movements and appropriately apply them to technique exercises and dance phrases.

Grade 7

DA:Pr4.1.7

a.Expand movement vocabulary of floor and air pattern designs. Incorporate and modify body designs from different dance genres and styles for the purpose of expanding movement vocabulary to include differently designed shapes and movements for interest and contrast.

b.Vary durational approach in dance phrasing by using timing accents and variations

within a phrase to add interest kinesthetically, rhythmically, and visually.

c.Compare and contrast movement characteristics from a variety of dance genres or styles. Discuss specific characteristics and use adverbs and adjectives to describe them. Determine what dancers must do to perform them clearly.

Grade 8

DA:Pr4.1.8

a.Sculpt the body in space and design body shapes in relation to other dancers, objects, and environment. Use focus of eyes during complex floor and air patterns or direct and indirect pathways.

b. Analyze and select metric, kinetic, and breath phrasing and apply appropriately to dance phrases. Perform dance phrases of different lengths that use various timings within the same section. Use different tempi in different body parts at the same time.

c.Direct energy and dynamics in such a way that movement is textured. Incorporate energy and dynamics to technique exercises and dance performance. Use energy and dynamics to enhance and project movements.

Dance/Performing

#DA:Pr5.1

Process Component: Embody

Anchor Standard: Develop and refine artistic technique and work for presentation.

Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

Essential Question: What must a dancer do to prepare the mind and body for artistic expression?

Grade 6

DA:Pr5.1.6

a.Embody technical dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement) to accurately execute changes of direction, levels, facings, pathways, elevations and landings, extensions of limbs, and movement transitions.

b.Apply basic anatomical knowledge, proprioceptive feedback, spatial awareness, and nutrition to promote safe and healthful strategies when warming up and dancing.

c.Collaborate as an ensemble to refine dances by identifying what works and does not work in executing complex patterns, sequences, and formations. Solve movement problems to dances by testing options and finding good results. Document self-improvements over time

Grade 7

DA:Pr5.1.7

a.Apply body-use strategies to accommodate physical maturational development to technical dance skills (for example, functional alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement, weight shifts, flexibility/range of motion).

b.Utilize healthful practices and sound nutrition in dance activities and everyday life. Discuss benefits of practices and how choices enhance performance.

c.Collaborate with peers to practice and refine dances. Develop group performance expectations through observation and analyses (for example, view live or recorded professional dancers and collaboratively develop group performance expectations based on information gained from observations).

Grade 8

DA:Pr5.1.8

a.Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases.

b.Evaluate personal healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss choices made, the effects experienced, and methods for improvement.

c.Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. Articulate personal performance goals and practice to reach goals. Document personal improvement over time (for example, journaling, portfolio, or timeline).

Dance/Performing

#DA:Pr6.1

Process Component: Present

Anchor Standard: Convey meaning through the presentation of artistic work.

Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

Essential Question: How does a dancer heighten artistry in a public performance?

Grade 6

DA:Pr6.1.6

a.Recognize needs and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept notes from choreographer and make corrections as needed and apply to future performances.

b.Compare and contrast a variety of possible production elements that would intensify and heighten the artistic intent of the work. Select choices and explain reasons for the decisions made using production terminology.

Grade 7
DA:Pr6.1.7
a.Recommend changes to and adapt movements to performance area.
Use performance etiquette and performance practices during class, rehearsal and performance. Maintain journal documenting these efforts. Post-performance, accept notes from choreographer and apply corrections to future performances.

b.Explore possibilities of producing dance in a variety of venues or for different audiences and, using production terminology, explain how the production elements would be handled in different situations.
Grade 8
DA:Pr6.1.8
a.Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Use performance etiquette and performance practices during class, rehearsal and performance. Document efforts and create a plan for ongoing improvements. Post-performance, accept notes from choreographer and apply corrections to future performances.

b.Collaborate to design and execute production elements that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences. Explain reasons for choices using production terminology.

Dance/Responding
#DA:Re7.1
Process Component: Analyze
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.
Essential Question: How is a dance understood?
Grade 6
DA:Re7.1.6
a.Describe or demonstrate recurring patterns of movement and their relationships in dance.

b.Explain how the elements of dance are used in a variety of dance genres, styles, or cultural movement practices. Use genre-specific dance terminology.
Grade 7
DA:Re7.1.7
a.Compare, contrast, and discuss patterns of movement and their relationships in dance.

b.Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.
Grade 8
DA:Re7.1.8

a.Describe, demonstrate and discuss patterns of movement and their relationships in dance in context of artistic intent.

b. Explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.

Dance/Responding
#DA:Re8.1
Process Component: Interpret
Anchor Standard: Interpret intent and meaning in artistic work.
Enduring Understanding: Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.
Essential Question: How is dance interpreted?

Grade 6
DA:Re8.1.6
a.Explain how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, dance structure, and context. Explain how these communicate the intent of the dance using genre specific dance terminology.

Grade 7
DA:Re8.1.7
a.Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance, use of body, dance technique, and context. Use genre specific dance terminology.

Grade 8
DA:Re8.1.8
a.Select a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context. Cite evidence in the dance to support your interpretation using genre specific dance terminology.

Dance/Responding
#DA:Re9.1
Process Component: Critique
Anchor Standard: Apply criteria to evaluate artistic work.
Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.
Essential Question: What criteria are used to evaluate dance?

Grade 6
DA:Re9.1.6
a.Discuss the characteristics and artistic intent of a dance from a genre, style, or cultural movement practice and develop artistic criteria to critique the dance using genre-specific dance terminology.

Grade 7
DA:Re9.1.7

a.Compare artistic intent, content and context from dances to examine the characteristics of genre, style, or cultural movement practice. Based on the comparison, refine artistic criteria using genre-specific dance terminology.

Grade 8

DA:Re9.1.8

a.Use artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.

Dance/Connecting

#DA:Cn10.1

Process Component: Synthesize

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.

Essential Question: How does dance deepen our understanding of ourselves, other knowledge, and events around us?

Grade 6

DA:Cn10.1.6

a.Observe the movement characteristics or qualities observed in a specific dance genre. Describe differences and similarities about what was observed to one's attitudes and movement preferences.

b.Conduct research using a variety of resources to find information about a social issue of great interest. Use the information to create a dance study that expresses a specific point of view on the topic. Discuss whether the experience of creating and sharing the dance reinforces personal views or offers new knowledge and perspectives.

Grade 7

DA:Cn10.1.7

a.Compare and contrast the movement characteristics or qualities found in a variety of dance genres. Discuss how the movement characteristics or qualities differ from one's own movement characteristics or qualities and how different perspectives are communicated.

b.Research the historical development of a dance genre or style. Use knowledge gained from the research to create a dance study that evokes the essence of the style or genre. Share the study with peers as part of a lecture demonstration that tells the story of the historical journey of the chosen genre or style. Document the process of research and application.

Grade 8

DA:Cn10.1.8

a.Relate connections found between different dances and discuss the relevance of the connections to the development of one's personal perspectives.

b.Investigate two contrasting topics using a variety of research methods. Identify and organize ideas to create representative movement phrases. Create a dance study exploring the contrasting ideas. Discuss how the research informed the choreographic process and deepens understanding of the topics.

Dance/Connecting
#DA:Cn11.1
Process Component: Relate
Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.
Essential Question: How does knowing about societal, cultural, historical and community experiences expand dance literacy?

Grade 6
DA:Cn11.1.6
a.Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/or community purpose or meaning.

Grade 7
DA:Cn11.1.7
a.Compare, contrast, and discuss dances performed by people in various localities or communities. Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each social group.

Grade 8
DA:Cn11.1.8
a.Analyze and discuss, how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.

Idaho Fine Arts Standards – Dance High School

Dance/Creating #DA:Cr1.1
Process Component: Explore
Anchor Standard: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
Essential Question: Where do choreographers get ideas for dances?

Grade Hs proficient
DA:Cr1.1.HSI
a.Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.

b. Experiment with the elements of dance to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original dance study or dance.

Grade Hs advanced

DA:Cr1.1.HSIII

a.Synthesize content generated from stimulus material. Experiment and take risks to discover a personal voice to communicate artistic intent.

b.Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.

Dance/Creating #DA:Cr2.1

Process Component: Plan

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.

Essential Question: What influences choice-making in creating choreography?

Grade Hs proficient

DA:Cr2.1.HSI

a. Collaborate to design a dance using choreographic devices and dance structures to support an artistic intent. Explain how the dance structures clarify the artistic intent.

b. Develop an artistic statement for an original dance study or dance. Discuss how the use of movement elements, choreographic devices and dance structures serve to communicate the artistic statement.

Grade Hs advanced

DA:Cr2.1.HSIII

a.Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify artistic intent.

b.Construct an artistic statement that communicates a personal, cultural and artistic perspective.

Dance/Creating #DA:Cr3.1

Process Component: Revise

Anchor Standard: Refine and complete artistic work.

Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

Essential Question: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

Grade Hs proficient

DA:Cr3.1.HSI

a.Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.

b.Compare recognized systems to document a section of a dance using writing, symbols, or media technologies.
Grade Hs advanced
DA:Cr3.1.HSIII
a.Clarify the artistic intent of a dance by manipulating and refining choreographic devices, dance structures, and artistic criteria using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent.

b.Document a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).

Dance/Performing
#DA:Pr4.1
Process Component: Express
Anchor Standard: Select, analyze, and interpret artistic work for presentation.
Enduring Understanding: Space, time, and energy are basic elements of dance.
Essential Question: How do dancers work with space, time and energy to communicate artistic expression?

Grade Hs proficient
DA:Pr4.1.HSI
a.Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.

b.Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.

c.Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.
Grade Hs advanced
DA:Pr4.1.HSIII
a.Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.

b.Modulate time factors for artistic interest and expressive acuity. Demonstrate time complexity in phrasing with and without musical accompaniment. Use multiple and complex rhythms (for example, contrapuntal and/or polyrhythmic) at the same time. Work with and against rhythm of accompaniment or sound environments.

c.Modulate dynamics to clearly express intent while performing dance phrases and choreography. Perform movement sequences expressively using a broad dynamic range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.

Dance/Performing
#DA:Pr5.1
Process Component: Embody
Anchor Standard: Develop and refine artistic technique and work for presentation.
Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.
Essential Question: What must a dancer do to prepare the mind and body for artistic expression?

Grade Hs proficient
DA:Pr5.1.HSI
a. Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography.

b.Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals.

c.Collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others (for example, use video recordings of practice to analyze the difference between the way movements look and how they feel to match performance with visual affect). Articulate performance goals and justify reasons for selecting particular practice strategies.

Grade Hs advanced
DA:Pr5.1.HSIII
a.Apply body-mind principles to technical dance skills in complex choreography when performing solo, partnering, or dancing in ensemble works in a variety of dance genres and styles. Self-evaluate performances and discuss and analyze performance ability with others.

b.Research healthful and safe practices for dancers and modify personal practice based on findings. Discuss how research informs practice.

c.Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence.

Dance/Performing
#DA:Pr6.1
Process Component: Present
Anchor Standard: Convey meaning through the presentation of artistic work.
Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.
Essential Question: How does a dancer heighten artistry in a public performance?

Grade Hs proficient
DA:Pr6.1.HSI
a.Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology.

b. Evaluate possible designs for the production elements of a performance and select and execute the ideas that would intensify and heighten the artistic intent of the dances.

Grade Hs advanced
DA:Pr6.1.HSIII
a.Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Enhance performance using a broad repertoire of strategies for dynamic projection. Develop a professional portfolio (resume, head shot, etc.) that documents the rehearsal and performance process with fluency in professional dance terminology and production terminology.

b.Work collaboratively to produce dance concerts in a variety of venues and design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works in each of the venues.

Dance/Responding
#DA:Re7.1
Process Component: Analyze
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.
Essential Question: How is a dance understood?

Grade Hs proficient
DA:Re7.1.HSI
a.Analyze recurring patterns of movement and their relationships in dance in context of artistic intent.

b.Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre-specific dance terminology
Grade Hs advanced
DA:Re7.1.HSIII
a.Analyze dance works from a variety of dance genres and styles and explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography.

b.Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology

Dance/Responding
#DA:Re8.1
Process Component: Interpret
Anchor Standard: Interpret intent and meaning in artistic work.
Enduring Understanding: Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.
Essential Question: How is dance interpreted?
Grade Hs proficient
DA:Re8.1.HSI
a.Select and compare different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support intent using genre specific dance terminology.
Grade Hs advanced
DA:Re8.1.HSIII
a.Analyze and interpret how the elements of dance, execution of dance movement principles, and context contribute to artistic expression across different genres, styles, or cultural movement practices. Use genre specific dance terminology.

Dance/Responding
#DA:Re9.1
Process Component: Critique
Anchor Standard: Apply criteria to evaluate artistic work.
Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.
Essential Question: What criteria are used to evaluate dance?
Grade Hs proficient

DA:Re9.1.HSI
a.Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.
Grade Hs advanced
DA:Re9.1.HSIII
a.Define personal artistic preferences to critique dance. Consider societal and personal values, and a range of artistic expression. Discuss perspectives with peers and justify views.

Dance/Connecting
#DA:Cn10.1
Process Component: Synthesize
Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.
Essential Question: How does dance deepen our understanding of ourselves, other knowledge, and events around us?

Grade Hs proficient
DA:Cn10.1.HSI
a.Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide evidence to support one's analysis.

b.Collaboratively identify a dance related question or problem. Conduct research through interview, research database, text, media, or movement. Analyze and apply information gathered by creating a group dance that answers the question posed. Discuss how the dance communicates new perspectives or realizations. Compare orally and in writing the process used in choreography to that of other creative, academic, or scientific procedures.
Grade Hs advanced
DA:Cn10.1.HSIII
a.Review original choreography developed over time with respect to its content and context and its relationship to personal perspectives. Reflect on and analyze the variables that contributed to changes in one's personal growth.

b.Investigate various dance related careers through a variety of research methods and techniques. Select those careers of most interest. Develop and implement a Capstone Project that reflects a possible career choice.

Dance/Connecting
#DA:Cn11.1
Process Component: Relate
Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.
Essential Question: How does knowing about societal, cultural, historical and community experiences expand dance literacy?

Grade Hs proficient
DA:Cn11.1.HSI
a.Analyze and discuss dances from selected genres or styles and/or historical time periods, and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate
Grade Hs advanced
DA:Cn11.1.HSIII
a.Analyze dances from several genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate, and how the analysis has expanded one's dance literacy.

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Arts and Humanities

Theatre

Approved by the Idaho State Board of Education, ~~April 17, 2009~~ August 13, 2015

Rules Governing Thoroughness (08.02.03.004)

IDAHO CONTENT STANDARDS

~~IDAHO CONTENT STANDARDS~~
~~GRADE K-3~~
~~HUMANITIES: THEATRE~~

~~Standard 1: Historical and Cultural Contexts~~

~~Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.~~

~~Students in grades K-3 identify elements of theatre, cultural traditions, time periods, ideas, and emotions as expressed through theatre. Students compare written stories to dramatic performances.~~

~~Goal 1.1: Identify the historical and cultural contexts of theatre.~~

~~**Objective(s): By the end of Grade 3, the student will be able to:**~~

- ~~K-3.T.1.1.1 Identify a dramatic presentation as belonging to the past or present.~~
- ~~K-3.T.1.1.2 Identify elements of theatre in everyday life, such as relationships (characters), clothes (costumes), locations (setting), and plot (story).~~
- ~~K-3.T.1.1.3 Identify and discuss cultural traditions in stories, songs, fairy tales, fables, and nursery rhymes.~~

~~Goal 1.2: Identify the interrelationships among the visual and performing arts disciplines.~~

~~**Objective(s): By the end of Grade 3, the student will be able to:**~~

- ~~K-3.T.1.2.1 Dramatize how theatre is enhanced by dance, visual art, and music.~~
- ~~K-3.T.1.2.2 Compare a written (oral) story with a dramatic performance of that same story.~~

~~Standard 2: Critical Thinking~~

~~Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.~~

~~Students in grades K-3 identify and discuss the elements and meaning of a dramatic performance, using theatre vocabulary. Students explain personal preference about a dramatic performance.~~

~~Goal 2.1: Conduct analyses of theatre.~~

~~**Objective(s): By the end of Grade 3, the student will be able to:**~~

- ~~K-3.T.2.1.1 Use theatre vocabulary to discuss a dramatic performance.~~
- ~~K-3.T.2.1.2 Identify and describe the character, plot, and setting in stories.~~
- ~~K-3.T.2.1.3 Use drama as a form of communication.~~

~~Goal 2.2: Exercise sound reasoning in understanding and making choices about theatre.~~

~~Objective(s): By the end of Grade 3, the student will be able to:~~

~~K-3.T.2.2.1 Identify the beginning, middle, and ending of dramatic performances.~~
~~K-3.T.2.2.2 Verbalize personal preferences for various types of drama.~~
~~K-3.T.2.2.3 Express preferences for the various aspects of a dramatic performance.~~
~~K-3.T.2.2.4 Explain the importance of theatre in one's own life.~~

~~Standard 3: Performance~~

~~Students engage in the creation of original works and/or the interpretation of the works of others, culminating in a performance or presentation.~~

~~Students in grades K-3 create and present dramatic performances based on personal experience, imagination, and factual events. Students use theatrical skills to create different characters, scenes, and dialogue. Students employ the elements of scenery, props, costume, and makeup in a dramatic performance.~~

~~Goal 3.1: Utilize concepts essential to theatre.~~

~~Objective(s): By the end of Grade 3, the student will be able to:~~

~~K-3.T.3.1.1 Create characters, environments, and situations for dramatization.~~
~~K-3.T.3.1.2 Vary movement, vocal pitch, tempo, and tone for different characters.~~

~~Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills.~~

~~Objective(s): By the end of Grade 3, the student will be able to:~~

~~K-3.T.3.2.1 Use dialogue to tell stories.~~
~~K-3.T.3.2.2 Interact in imaginary situations.~~
~~K-3.T.3.2.3 Choose scenery, props, costumes, and makeup for a production.~~
~~K-3.T.3.2.4 Demonstrate appropriate behavior while attending and/or participating in theatrical events.~~
~~K-3.T.3.2.5 Show respect for personal work and works of others.~~

~~Goal 3.3: Communicate through theatre with creative expression.~~

~~Objective(s): By the end of Grade 3, the student will be able to:~~

~~K-3.T.3.3.1 Create spontaneous dialogue to express or create characters in a scene.~~
~~K-3.T.3.3.2 Create and present original or fictional stories.~~
~~K-3.T.3.3.3 Assume roles based on personal experiences, imagination, and reading.~~

~~IDAHO CONTENT STANDARDS~~
~~GRADE 4-5~~
~~HUMANITIES: THEATRE~~

~~Students are expected to know content and apply skills from previous grades.~~

~~Standard 1: Historical and Cultural Contexts~~

~~Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.~~

~~Students in grades 4-5 portray historical events and various cultures using theatrical elements. Students discuss theatre as a means of reflecting history and culture. Students analyze the interrelationships of the arts in a live performance.~~

~~Goal 1.1: Identify the historical and cultural contexts of theatre.~~

~~Objective(s): By the end of Grade 5, the student will be able to:~~

- ~~4-5.T.1.1.1 Translate a specific historical event into a dramatic presentation.~~
- ~~4-5.T.1.1.2 Create stage props and scenery that convey historical accuracy in a dramatic reenactment.~~
- ~~4-5.T.1.1.3 Create dialogue involving historical figures.~~
- ~~4-5.T.1.1.4 Identify the value of theatre as a means of reflecting history and culture.~~

~~Goal 1.2: Identify the interrelationships among the visual and performing arts disciplines.~~

~~Objective(s): By the end of Grade 5, the student will be able to:~~

- ~~4-5.T.1.2.1 Analyze the ways a live performance is enhanced by the integration of visual art, music, and dance.~~
- ~~4-5.T.1.2.2 Utilize multiple art forms to communicate ideas effectively.~~

~~Standard 2: Critical Thinking~~

~~Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.~~

~~Students in grades 4-5 use selected criteria to critique performances and justify reasons for personal preferences. Students discuss and analyze the themes and elements of theatre. Students identify and describe the character, plot, and setting in classroom dramatizations and/or formal productions.~~

~~Goal 2.1: Conduct analyses of theatre.~~

~~Objective(s): By the end of Grade 5, the student will be able to:~~

- ~~4-5.T.2.1.1 Develop and use theatre vocabulary.~~
- ~~4-5.T.2.1.2 Compare and contrast film, television, and theatre as distinct genres.~~

~~4-5.T.2.1.3 Examine theatre as a means to communicate meaning.~~
~~4-5.T.2.1.4 Justify reasons for personal preference concerning a dramatic performance.~~

~~**Goal 2.2: Exercise sound reasoning and understanding in making choices about theatre.**~~

~~**Objective(s): By the end of Grade 5, the student will be able to:**~~
~~4-5.T.2.2.1 Identify and describe the character, plot, and setting in classroom dramatizations and/or formal productions.~~
~~4-5.T.2.2.2 Analyze how facial expression and body language reveal meaning.~~
~~4-5.T.2.2.3 Evaluate one's own performance of a scene and the performances of others.~~
~~4-5.T.2.2.4 Identify how theatre reveals universal themes.~~
~~4-5.T.2.2.5 Explain the importance of theatre in our society.~~

~~**Standard 3: Performance**~~

~~Students engage in the creation of original works and/or the interpretation of the works of others, culminating in a performance or presentation.~~

~~Students in grades 4-5 improvise and create dramatizations based on a variety of sources. Students use theatrical elements to convey mood and environment. Students collaborate to produce original and retold narratives. Students show respect for their work and the work of others.~~

~~**Goal 3.1: Utilize concepts essential to theatre.**~~

~~**Objective(s): By the end of Grade 5, the student will be able to:**~~
~~4-5.T.3.1.1 Improvise dialogue to tell stories and convey information.~~
~~4-5.T.3.1.2 Vary movements, vocal pitch, tempo, and tone for different characters.~~
~~4-5.T.3.1.3 Create characters, environments, and situations for dramatization.~~

~~**Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills.**~~

~~**Objective(s): By the end of Grade 5, the student will be able to:**~~
~~4-5.T.3.2.1 Use appropriate improvised or scripted dialogue in a scene.~~
~~4-5.T.3.2.2 Demonstrate basic stage movement.~~
~~4-5.T.3.2.3 Create scenery, properties, lighting, sound, costumes, and makeup for a dramatic production.~~
~~4-5.T.3.2.4 Demonstrate appropriate behavior while attending and/or participating in theatrical events.~~
~~4-5.T.3.2.5 Show respect for personal work and works of others.~~

~~**Goal 3.3: Communicate through theatre with creative expression.**~~

~~**Objective(s): By the end of Grade 5, the student will be able to:**~~
~~4-5.T.3.3.1 Create characters and plots from a variety of sources.~~
~~4-5.T.3.3.2 Create a short dramatic scene from narrative literature.~~

~~4-5.T.3.3.3 Improvise scenes collaboratively, based on relationships and social situations.~~

~~IDAHO CONTENT STANDARDS~~
~~GRADE 6-8~~
~~HUMANITIES: THEATRE~~

~~Students are expected to know content and apply skills from previous grades.~~

~~Standard 1: Historical and Cultural Contexts~~

~~Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.~~

~~Students in grades 6-8 identify and discuss the historical roots of theatre. Students distinguish between different types of acting and identify ways various cultures have used theatre to communicate ideas. Students use and analyze the use of multiple art forms in theatre.~~

~~Goal 1.1: Examine the historical and cultural contexts of theatre.~~

~~Objective(s): By the end of Grade 8, the student will be able to:~~
~~6-8.T.1.1.1 Investigate theatre's Greek roots.~~
~~6-8.T.1.1.2 Identify the ways in which many cultures have used theatre to communicate ideas.~~
~~6-8.T.1.1.3 Compare and contrast various historical changes and developments in the theatre and stage.~~
~~6-8.T.1.1.4 Delineate the differences among various acting styles, genres, and time periods.~~

~~Goal 1.2: Explain the interrelationships among the visual and performing arts disciplines.~~

~~Objective(s): By the end of Grade 8, the student will be able to:~~
~~6-8.T.1.2.1 Analyze how other art forms contribute to a dramatic performance.~~
~~6-8.T.1.2.2 Utilize multiple art forms to communicate ideas effectively.~~

~~Standard 2: Critical Thinking~~

~~Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.~~

~~Students in grades 6-8 compare and contrast theatre of different cultures. Students identify and discuss dramatic elements in a work. Students formulate and defend personal preferences about dramatic performances. Students use theatrical vocabulary to discuss a performance. Students analyze a character's role, actions, and the consequences for actions.~~

~~Goal 2.1: Conduct analyses of theatre.~~

Objective(s): By the end of Grade 8, the student will be able to:

6-8.T.2.1.1 Use theatrical vocabulary to critique a dramatic performance.
6-8.T.2.1.2 Analyze the central action of the play and discuss its cause and effect.
6-8.T.2.1.3 Identify the theatrical elements that contribute to the meaning of a dramatic work.
6-8.T.2.1.4 Compare one's interpretation of a dramatic scene with the interpretations of others.
6-8.T.2.1.5 Compare and contrast the theatre of different cultures.

Goal 2.2: Exercise sound reasoning and understanding in making choices about theatre.

Objective(s): By the end of Grade 8, the student will be able to:

6-8.T.2.2.1 Describe the role of the protagonist and the antagonist in a dramatic performance.
6-8.T.2.2.2 Recognize the elements of conflict, climax, and theme as they relate to theatrical texts.
6-8.T.2.2.3 Defend one's personal preferences for the various aspects of a dramatic work.
6-8.T.2.2.4 Utilize drama as a study of human character and personality.
6-8.T.2.2.5 Identify roles of professional and amateur performers and theatre technicians in our society.
6-8.T.2.2.6 Explain how lighting, sets, and costumes can create meaning in a dramatic performance.
6-8.T.2.2.7 Compare and contrast modern drama with the theatre of earlier periods.

Standard 3: Performance

Students engage in the creation of original works and/or the interpretation of the works of others, culminating in a performance or presentation.

Students in grades 6-8 improvise dialogue and create characters, environments, and situations. Students describe how theatrical and technical elements create meaning in a performance. Students demonstrate basic stage movement and the physical tools for acting. Students use pantomime to tell a story.

Goal 3.1: Utilize concepts essential to theatre.

Objective(s): By the end of Grade 8, the student will be able to:

6-8.T.3.1.1 Improvise dialogue to tell stories and convey information at a personal level.
6-8.T.3.1.2 Vary movements and vocal qualities to convey an interpretation of a character.
6-8.T.3.1.3 Create characters, environments, and situations to convey a specific idea or mood.

Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 8, the student will be able to:

6-8.T.3.2.1 Use pantomime to communicate an idea or tell a story.
6-8.T.3.2.2 Demonstrate basic stage movement.
6-8.T.3.2.3 Create scenery, properties, lighting, sound, costumes, and makeup for a dramatic production.

~~6-8.T.3.2.4 Demonstrate appropriate behavior while attending and/or participating in theatrical events.~~
~~6-8.T.3.2.5 Show respect for personal work and works of others.~~
~~6-8.T.3.2.6 Identify and describe how performance and technical elements communicate the meaning and intent of a dramatic presentation.~~
~~6-8.T.3.2.7 Demonstrate the use of physical tools for acting (voice, movement, facial expression, gestures).~~

~~**Goal 3.3: Communicate through theatre with creative expression.**~~

~~**Objective(s): By the end of Grade 8, the student will be able to:**~~
~~6-8.T.3.3.1 Build characters and portray situations through improvisation.~~
~~6-8.T.3.3.2 Create a dramatic work that expresses personal understanding, opinions, or beliefs.~~
~~6-8.T.3.3.3 Plan and direct scripted scenes.~~

~~IDAHO CONTENT STANDARDS~~
~~GRADE 9-12~~
~~HUMANITIES: THEATRE~~

~~**Students are expected to know content and apply skills from previous grades.**~~

~~**Standard 1: Historical and Cultural Contexts**~~

~~Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.~~

~~Students in grades 9-12 identify representative dramatic works from various cultures, historical periods, and theatrical styles. Students describe and compare stock characters and archetypes from various cultures. Students create and analyze the use of other art forms in dramatic performances.~~

~~**Goal 1.1: Examine the historical and cultural contexts of theatre.**~~

~~**Objective(s): By the end of high school, the student will be able to:**~~
~~9-12.T.1.1.1 Investigate representative dramatic works from a variety of cultures and historical periods.~~
~~9-12.T.1.1.2 Demonstrate an understanding of cultural and historical perspectives required by a specific script.~~
~~9-12.T.1.1.3 Identify historical periods and their theatrical styles.~~
~~9-12.T.1.1.4 Describe and compare stock characters, archetypes, and universal themes in dramas from various cultures and periods.~~
~~9-12.T.1.1.5 Investigate representative playwrights from a variety of cultures and historical periods.~~

~~Goal 1.2: Identify the interrelationships among the visual and performing arts disciplines.~~

~~Objective(s): By the end of high school, the student will be able to:~~

~~9-12.T.1.2.1 Analyze how other art forms contribute to a dramatic performance.~~
~~9-12.T.1.2.2 Utilize multiple art forms to communicate ideas effectively.~~

~~Standard 2: Critical Thinking~~

~~Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.~~

~~Students in grades 9-12 analyze and critique dramatic performances and written texts, using theatrical vocabulary. Students evaluate the success of a dramatic production with respect to intent and audience. Students analyze the central action of a play and discuss its cause and effect. Students compare and contrast modern drama with theatre of earlier periods.~~

~~Goal 2.1: Conduct analyses of theatre.~~

~~Objective(s): By the end of high school, the student will be able to:~~

~~9-12.T.2.1.1 Develop and use theatre vocabulary to critique dramatic performances or written plays.~~
~~9-12.T.2.1.2 Analyze the central action of the play and discuss its cause and effect.~~
~~9-12.T.2.1.3 Analyze how theatrical elements can create meaning in a dramatic performance.~~
~~9-12.T.2.1.4 Evaluate how well a dramatic text or production met its intended objectives.~~
~~9-12.T.2.1.5 Compare and contrast traditional theatre and contemporary trends in entertainment.~~

~~Goal 2.2: Exercise sound reasoning and understanding in making choices about theatre.~~

~~Objective(s): By the end of high school, the student will be able to:~~

~~9-12.T.2.2.1 Recognize the elements of conflict, climax, and theme as they relate to theatrical texts.~~
~~9-12.T.2.2.2 Analyze a character's actions and the consequences they create.~~
~~9-12.T.2.2.3 Develop and defend one's critique of a dramatic performance.~~
~~9-12.T.2.2.4 Utilize drama as a study of human character and personality.~~
~~9-12.T.2.2.5 Analyze production and performance appropriateness of a theatrical work within a given community.~~
~~9-12.T.2.2.6 Analyze how technical elements can create meaning in a dramatic performance.~~
~~9-12.T.2.2.7 Evaluate how theatrical participation is critical to global culture.~~

~~Standard 3: Performance~~

~~Students engage in the creation of original works and/or the interpretation of the works of others, culminating in a performance or presentation.~~

~~Students in grades 9-12 interpret, perform, and create scripts to convey story and meaning to an audience. Students create and sustain character through physical, emotional, and social dimensions. Students interpret and perform a script, respecting the intent of its creator. Students build characters and portray situations through improvisation.~~

~~**Goal 3.1: Utilize concepts essential to theatre.**~~

~~**Objective(s): By the end of high school, the student will be able to:**~~

- ~~9-12.T.3.1.1 Interpret and perform scripts to convey story and meaning to an audience.~~
- ~~9-12.T.3.1.2 Utilize theatrical skills in appropriate settings.~~
- ~~9-12.T.3.1.3 Research and apply physical, emotional, and social dimensions in creating character.~~

~~**Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills.**~~

~~**Objective(s): By the end of high school, the student will be able to:**~~

- ~~9-12.T.3.2.1 Create imaginative scripts that convey story and meaning to an audience.~~
- ~~9-12.T.3.2.2 Interpret/perform a work respecting the intent of its creator.~~
- ~~9-12.T.3.2.3 Plan and utilize technical theatre elements to support a dramatic text.~~
- ~~9-12.T.3.2.4 Demonstrate appropriate behavior while attending and/or participating in theatrical events.~~
- ~~9-12.T.3.2.5 Show respect for personal work and works of others.~~
- ~~9-12.T.3.2.6 Demonstrate how artistic choices can affect performances and formal productions.~~
- ~~9-12.T.3.2.7 Use theatrical elements to convey mood and environment.~~
- ~~9-12.T.3.2.8 Create works that integrate processes and concepts of other art forms.~~

~~**Goal 3.3: Communicate through theatre with creative expression.**~~

~~**Objective(s): By the end of high school, the student will be able to:**~~

- ~~9-12.T.3.3.1 Develop and sustain a character that communicates with the audience.~~
- ~~9-12.T.3.3.2 Create a dramatic work that expresses personal understanding, opinions, or beliefs.~~
- ~~9-12.T.3.3.3 Organize and conduct rehearsals for production.~~

Idaho Fine Arts Standards – Theatre K-3

Theatre/Creating
#TH:Cr1.1
Process Component: Envision, Conceptualize
Anchor Standard: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry.
Essential Question: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

Grade K
TH:Cr1.1.K
a. With prompting and support, invent and inhabit an imaginary elsewhere in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

b. With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).
Grade 1
TH:Cr1.1.1
a. Propose potential choices characters could make in a guided drama experience (e.g., process drama, story drama, creative drama).

b. Collaborate with peers to conceptualize costumes and props in a guided drama experience (e.g., process drama, story drama, creative drama).

c. Identify ways in which gestures and movement may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).
Grade 2
TH:Cr1.1.2
a. Propose potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama).

b. Collaborate with peers to conceptualize scenery in a guided drama experience (e.g., process drama, story drama, creative drama).

c. Identify ways in which voice and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).
Grade 3
TH:Cr1.1.3
a. Create roles, imagined worlds, and improvised stories in a drama/theatre work.

b. Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/theatre work.

c. Collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.

Theatre/Creating
#TH:Cr2.1
Process Component: Develop
Anchor Standard: Organize and develop artistic ideas and work.
Enduring Understanding: Theatre artists work to discover different ways of communicating meaning
Essential Question: How, when, and why do theatre artists' choices change?
Grade K
TH:Cr2.1.K
a. With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

b. With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., creative drama, process drama, story drama).

Grade 1

TH:Cr2.1.1

a. Contribute to the development of a sequential plot in a guided drama experience (e.g., process drama, story drama, creative drama).

b. With prompting and support, participate in group decision making in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 2

TH:Cr2.1.2

a. Collaborate with peers to devise meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).

b. Contribute ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 3

TH:Cr2.1.3

a. Participate in methods of investigation to devise original ideas for a drama/theatre work.

b. Compare ideas with peers and make selections that will enhance and deepen group drama/theatre work.

Theatre/Creating

#TH:Cr3.1

Process Component: Rehearse

Anchor Standard: Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation.

Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.

Essential Question: How do theatre artists transform and edit their initial ideas?

Grade K

TH:Cr3.1.K

a. With prompting and support, ask and answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 1

TH:Cr3.1.1

a. Contribute to the adaptation of the plot in a guided drama experience (e.g., process drama, story drama, creative drama).

b. Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).

c. Collaborate to imagine multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 2

TH:Cr3.1.2

a. Contribute to the adaptation of dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).

b. Use and adapt sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).

c. Generate independently multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama.

Grade 3

TH:Cr3.1.3

a. Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama theatre work.

b. Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work.

c. Practice and refine design and technical choices to support a devised or scripted drama/theatre work.

Theatre/Performing

#TH:Pr4.1

Process Component: Select

Anchor Standard: Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.

Essential Question: Why are strong choices essential to interpreting a drama or theatre piece?

Grade K

TH:Pr4.1.K

a. With prompting and support, identify characters and setting in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 1

TH:Pr4.1.1

a. Describe a story's character actions and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).

b. Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 2

TH:Pr4.1.2

a Interpret story elements in a guided drama experience (e.g., process drama, story drama, creative drama).

b. Alter voice and body to expand and articulate nuances of a character in a guided drama experience (e.g., (e.g., process drama, story drama, creative drama).

Grade 3

TH:Pr4.1.3

a. Apply the elements of dramatic structure to a story and create a drama/theatre work.

b. Investigate how movement and voice are incorporated into drama/theatre work.

Theatre/Performing
#TH:Pr5.1
Process Component: Prepare
Anchor Standard: Develop and refine artistic techniques and work for presentation.
Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.
Essential Question: What can I do to fully prepare a performance or technical design?

_____

Theatre/Performing
#TH:Pr6.1
Process Component: Share, Present
Anchor Standard: Convey meaning through the presentation of artistic work.
Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.
Essential Question: What happens when theatre artists and audiences share a creative experience?

Grade K
TH:Pr6.1.K
a. With prompting and support, use voice and sound in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).
Grade 1
TH:Pr6.1.1
a. With prompting and support, use movement and gestures to communicate emotions in a guided drama experience (e.g., process drama, story drama, creative drama).
Grade 2
TH:Pr6.1.2
a. Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers.
Grade 3
TH:Pr6.1.3
a. Practice drama/theatre work and share reflections individually and in small groups.

Theatre/Responding
#TH:Re7.1
Process Component: Reflect
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.
Essential Question: How do theatre artists comprehend the essence of drama processes and theatre experiences?

Grade K
TH:Re7.1.K
a. With prompting and support, express an emotional response to characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).
Grade 1
TH:Re7.1.1
a. Recall choices made in a guided drama experience (e.g., process drama, story drama, creative drama).
Grade 2

TH:Re7.1.2
a. Recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).
Grade 3
TH:Re7.1.3
a. Understand why artistic choices are made in a drama/theatre work.

Theatre/Responding
#TH:Re8.1
Process Component: Interpret
Anchor Standard: Interpret intent and meaning in artistic work.
Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.
Essential Question: How can the same work of art communicate different messages to different people?

Grade K
TH:Re8.1.K
a. With prompting and support, identify preferences in dramatic play, a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.

b. With prompting and support, name and describe settings in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).
Grade 1
TH:Re8.1.1
a. Explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.

b. Identify causes of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).

c. Explain or use text and pictures to describe how personal emotions and choices compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama).
Grade 2
TH:Re8.1.2
a. Explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.

b. Identify causes and consequences of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).

c. Explain or use text and pictures to describe how others' emotions and choices may compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama).
Grade 3
TH:Re8.1.3

a. Consider multiple personal experiences when participating in or observing a drama/theatre work.

b. Consider multiple ways to develop a character using physical characteristics and prop or costume design choices that reflect cultural perspectives in drama/theatre work.

c. Examine how connections are made between oneself and a character's emotions in drama/theatre work.

Theatre/Responding
#TH:Re9.1
Process Component: Evaluate
Anchor Standard: Apply criteria to evaluate artistic work.
Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.
Essential Question: How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

Grade K
TH:Re9.1.K
a. With prompting and support, actively engage with others in dramatic play or a guided drama experience ((e.g., process drama, story drama, creative drama).

Grade 1
TH:Re9.1.1
a. Build on others' ideas in a guided drama experience (e.g., process drama, story drama, creative drama).

b. Identify props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).

c. Compare and contrast the experiences of characters in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 2
TH:Re9.1.2
a. Collaborate on a scene in a guided drama experience (e.g., process drama, story drama, creative drama).

b. Use a prop or costume in a guided drama experience (e.g., process drama, story drama, creative drama) to describe characters, settings, or events.

c. Describe how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 3
TH:Re9.1.3
a. Understand how and why groups evaluate drama/theatre work.

b. Consider and analyze technical elements from multiple drama/theatre works.

c. Evaluate and analyze problems and situations in a drama/theatre work from an audience perspective.

Theatre/Connecting
#TH:Cn10.1
Process Component: Empathize
Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.
Essential Question: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

Grade K
TH:Cn10.1.K
a. With prompting and support, identify similarities between characters and oneself in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 1
TH:Cn10.1.1
a. Identify character emotions in a guided drama experience (e.g., process drama, story drama, creative drama) and relate it to personal experience.

Grade 2
TH:Cn10.1.2
a. Relate character experiences to personal experiences in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 3
TH:Cn10.1.3
a. Use personal experiences and knowledge to make connections to community and culture in a drama/theatre work.

Theatre/Connecting
#TH:Cn11.1
Process Component: Interrelate
Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.
Essential Question: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

Grade K
TH:Cn11.1.K
a. With prompting and support, identify skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 1
TH:Cn11.1.1
a. Apply skills and knowledge from different art forms and content areas in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 2
TH:Cn11.1.2

a. Determine appropriate skills and knowledge from different art forms and content areas to apply in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 3

TH:Cn11.1.3

a. Identify connections to community, social issues and other content areas in drama/theatre work.

Theatre/Connecting

#TH:Cn11.2

Process Component: Research

Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

Essential Question: In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

Grade K

TH:Cn11.2.K

a. With prompting and support, identify stories that are different from one another in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

b. With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 1

TH:Cn11.2.1

a. Identify similarities and differences in stories from one's own community in a guided drama experience (e.g., process drama, story drama, creative drama).

b. Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 2

TH:Cn11.2.2

a. Identify similarities and differences in stories from multiple cultures in a guided drama experience (e.g., process drama, story drama, creative drama).

b. Collaborate on the creation of a short scene based on a non-fiction literary source in a guided drama experience (e.g., process drama, story drama, creative drama).

Grade 3

TH:Cn11.2.3

a. Explore how stories are adapted from literature to drama/theatre work.

b. Examine how artists have historically presented the same stories using different art forms, genres, or drama/theatre conventions.

Idaho Fine Arts Standards – Theatre 4-5

Theatre/Creating
#TH:Cr1.1
Process Component: Envision, Conceptualize
Anchor Standard: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry.
Essential Question: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

Grade 4
TH:Cr1.1.4
a. Articulate the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.

b. Visualize and design technical elements that support the story and given circumstances in a drama/theatre work.

c. Imagine how a character might move to support the story and given circumstances in a drama/theatre work.

Grade 5
TH:Cr1.1.5
a. Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work.

b. Propose design ideas that support the story and given circumstances in a drama/theatre work.

c. Imagine how a character's inner thoughts impact the story and given circumstances in a drama/ theatre work

Theatre/Creating
#TH:Cr2.1
Process Component: Develop
Anchor Standard: Organize and develop artistic ideas and work.
Enduring Understanding: Theatre artists work to discover different ways of communicating meaning
Essential Question: How, when, and why do theatre artists' choices change?

Grade 4
TH:Cr2.1.4
a. Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and plots.

b. Make and discuss group decisions and identify responsibilities required to present a drama/theatre work to peers.

Grade 5
TH:Cr2.1.5

a. Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances.

b. Participate in defined responsibilities required to present a drama/theatre work informally to an audience.

Theatre/Creating
#TH:Cr3.1
Process Component: Rehearse
Anchor Standard: Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation.
Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.
Essential Question: How do theatre artists transform and edit their initial ideas?

Grade 4
TH:Cr3.1.4
a. Revise and improve an improvised or scripted drama/theatre work through repetition and collaborative review.

b. Develop physical and vocal exercise techniques for an improvised or scripted drama/theatre work.

c. Collaborate on solutions to design and technical problems that arise in rehearsal for a drama/theatre work.

Grade 5
TH:Cr3.1.5
a. Revise and improve an improvised or scripted drama/theatre work through repetition and self-review.

b. Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work.

c. Create innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.

Theatre/Performing
#TH:Pr4.1
Process Component: Select
Anchor Standard: Select, analyze, and interpret artistic work for presentation.
Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.
Essential Question: Why are strong choices essential to interpreting a drama or theatre piece?

Grade 4
TH:Pr4.1.4
a. Modify the dialogue and action to change the story in a drama/theatre work.

b. Make physical choices to develop a character in a drama/theatre work.

Grade 5
TH:Pr4.1.5

a. Describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work.

b. Use physical choices to create meaning in a drama/theatre work.

Theatre/Performing
#TH:Pr5.1
Process Component: Prepare
Anchor Standard: Develop and refine artistic techniques and work for presentation.
Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.
Essential Question: What can I do to fully prepare a performance or technical design?

Grade 4
TH:Pr5.1.4
a. Practice selected exercises that can be used in a group setting for drama/theatre work.

b. Propose the use of technical elements in a drama/theatre work.

Grade 5
TH:Pr5.1.5
a. Choose acting exercises that can be applied to a drama/theatre work.

b. Demonstrate the use of technical elements in a drama/theatre work.

Theatre/Performing
#TH:Pr6.1
Process Component: Share, Present
Anchor Standard: Convey meaning through the presentation of artistic work.
Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.
Essential Question: What happens when theatre artists and audiences share a creative experience?

Grade 4
TH:Pr6.1.4
a. Share small-group drama/theatre work, with peers as audience.

Grade 5
TH:Pr6.1.5
a. Present drama/theatre work informally to an audience.

Theatre/Responding
#TH:Re7.1
Process Component: Reflect
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.
Essential Question: How do theatre artists comprehend the essence of drama processes and theatre experiences?

Grade 4
TH:Re7.1.4
a. Identify artistic choices made in a drama/theatre work through participation and observation.

Grade 5
TH:Re7.1.5
a. Explain personal reactions to artistic choices made in a drama/theatre work through participation and observation.

Theatre/Responding
#TH:Re8.1
Process Component: Interpret
Anchor Standard: Interpret intent and meaning in artistic work.
Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.
Essential Question: How can the same work of art communicate different messages to different people?

Grade 4
TH:Re8.1.4
a. Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work.

b. Compare and contrast the qualities of characters in a drama/theatre work through physical characteristics and prop or costume design choices that reflect cultural perspectives.

c. Identify and discuss physiological changes connected to emotions in drama/ theatre work.

Grade 5
TH:Re8.1.5
a. Justify responses based on personal experiences when participating in or observing a drama/theatre work.

b. Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.

c. Investigate the effects of emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.

Theatre/Responding
#TH:Re9.1
Process Component: Evaluate
Anchor Standard: Apply criteria to evaluate artistic work.
Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.
Essential Question: How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

Grade 4
TH:Re9.1.4
a. Propose a plan to evaluate drama/theatre work.

b. Investigate how technical elements may support a theme or idea in a drama/theatre work.

c. Observe how a character’s choices impact an audience’s perspective in a drama/theatre work.

Grade 5
TH:Re9.1.5
a. Develop and implement a plan to evaluate drama/theatre work.

b. Assess how technical elements represent the theme of a drama/theatre work.

c. Recognize how a character's circumstances impact an audience's perspective in a drama/theatre work.

Theatre/Connecting
#TH:Cn10.1
Process Component: Empathize
Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.
Essential Question: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

Grade 4
TH:Cn10.1.4
a. Identify the ways drama/theatre work reflects the perspectives of a community or culture.
Grade 5
TH:Cn10.1.5
a. Explain how drama/theatre connects oneself to a community or culture.

Theatre/Connecting
#TH:Cn11.1
Process Component: Interrelate
Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.
Essential Question: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

Grade 4
TH:Cn11.1.4
a. Respond to community and social issues and incorporate other content areas in drama/theatre work.
Grade 5
TH:Cn11.1.5
a. Investigate historical, global and social issues expressed in drama/theatre work.

Theatre/Connecting
#TH:Cn11.2
Process Component: Research
Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
Enduring Understanding: Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

Essential Question: In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

Grade 4
TH:Cn11.2.4
a. Investigate cross-cultural approaches to storytelling in drama/theatre work.

b. Compare the drama/theatre conventions of a given time period with those of the present.
Grade 5
TH:Cn11.2.5
a. Analyze commonalities and differences between stories set in different cultures in preparation for a drama/theatre work.

b. Identify historical sources that explain drama/theatre terminology and conventions.

Idaho Fine Arts Standards – Theatre 6-8

Theatre/Creating
#TH:Cr1.1
Process Component: Envision, Conceptualize
Anchor Standard: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry.
Essential Question: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

Grade 6
TH:Cr1.1.6
a. Identify possible solutions to staging challenges in a drama/theatre work.

b. Identify solutions to design challenges in a drama/theatre work.

c. Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.
Grade 7
TH:Cr1.1.7
a. Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.

b. Explain and present solutions to design challenges in a drama/ theatre work.

c. Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theatre work.
Grade 8
TH:Cr1.1.8
a. Imagine and explore multiple perspectives and solutions to staging problems in a drama/ theatre work.

b. Imagine and explore solutions to design challenges of a performance space in a drama/theatre work.

c. Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.

Theatre/Creating
#TH:Cr2.1
Process Component: Develop
Anchor Standard: Organize and develop artistic ideas and work.
Enduring Understanding: Theatre artists work to discover different ways of communicating meaning
Essential Question: How, when, and why do theatre artists' choices change?

Grade 6
TH:Cr2.1.6
a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.

b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.

Grade 7
TH:Cr2.1.7
a. Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context.

b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

Grade 8
TH:Cr2.1.8
a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work.

b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.

Theatre/Creating
#TH:Cr3.1
Process Component: Rehearse
Anchor Standard: Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation.
Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.
Essential Question: How do theatre artists transform and edit their initial ideas?

Grade 6
TH:Cr3.1.6
a. Articulate and examine choices to refine a devised or scripted drama/theatre work.

b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.

c. Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre work.

Grade 7
TH:Cr3.1.7
a. Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.

b. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work

c. Consider multiple planned technical design elements during the rehearsal process for a devised or scripted drama/theatre work.
Grade 8
TH:Cr3.1.8
a. Use repetition and analysis in order to revise devised or scripted drama/theatre work.

b. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theatre work.

c. Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted drama/ theatre work.

Theatre/Performing
#TH:Pr4.1
Process Component: Select
Anchor Standard: Select, analyze, and interpret artistic work for presentation.
Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.
Essential Question: Why are strong choices essential to interpreting a drama or theatre piece?

Grade 6
TH:Pr4.1.6
a. Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.

b. Experiment with various physical choices to communicate character in a drama/theatre work.
Grade 7
TH:Pr4.1.7
a. Consider various staging choices to enhance the story in a drama/theatre work.

b. Use various character objectives in a drama/theatre work.
Grade 8
TH:Pr4.1.8
a. Explore different pacing to better communicate the story in a drama/theatre work.

b. Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.

Theatre/Performing
#TH:Pr5.1
Process Component: Prepare
Anchor Standard: Develop and refine artistic techniques and work for presentation.
Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.

Essential Question: What can I do to fully prepare a performance or technical design?

Grade 6

TH:Pr5.1.6

a. Recognize how acting exercises and techniques can be applied to a drama/theatre work.

b. Articulate how technical elements are integrated into a drama/ theatre work.

Grade 7

TH:Pr5.1.7

a. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.

b. Choose a variety of technical elements that can be applied to a design in a drama/theatre work.

Grade 8

TH:Pr5.1.8

a. Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.

b. Use a variety of technical elements to create a design for a rehearsal or drama/theatre production.

Theatre/Performing

#TH:Pr6.1

Process Component: Share, Present

Anchor Standard: Convey meaning through the presentation of artistic work.

Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.

Essential Question: What happens when theatre artists and audiences share a creative experience?

Grade 6

TH:Pr6.1.6

a. Adapt a drama/theatre work and present it informally for an audience.

Grade 7

TH:Pr6.1.7

a. Participate in rehearsals for a drama/theatre work that will be shared with an audience.

Grade 8

TH:Pr6.1.8

a. Perform a rehearsed drama/theatre work for an audience.

Theatre/Responding

#TH:Re7.1

Process Component: Reflect

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.

Essential Question: How do theatre artists comprehend the essence of drama processes and theatre experiences?

Grade 6

TH:Re7.1.6

a. Describe and record personal reactions to artistic choices in a drama/theatre work.

Grade 7

TH:Re7.1.7
a. Compare recorded personal and peer reactions to artistic choices in a drama/ theatre work.
Grade 8
TH:Re7.1.8
a. Apply criteria to the evaluation of artistic choices in a drama/theatre work.

Theatre/Responding
#TH:Re8.1
Process Component: Interpret
Anchor Standard: Interpret intent and meaning in artistic work.
Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.
Essential Question: How can the same work of art communicate different messages to different people?

Grade 6
TH:Re8.1.6
a. Explain how artists make choices based on personal experience in a drama/theatre work.

b. Identify cultural perspectives that may influence the evaluation of a drama/theatre work.

c. Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/ theatre work.
Grade 7
TH:Re8.1.7
a. Identify the artistic choices made based on personal experience in a drama/theatre work.

b. Describe how cultural perspectives can influence the evaluation of drama/theatre work.

c. Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theatre work.
Grade 8
TH:Re8.1.8
a. Recognize and share artistic choices when participating in or observing a drama/theatre work.

b. Analyze how cultural perspectives influence the evaluation of a drama/theatre work.

c. Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.

Theatre/Responding
#TH:Re9.1
Process Component: Evaluate
Anchor Standard: Apply criteria to evaluate artistic work.
Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.
Essential Question: How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

Grade 6
TH:Re9.1.6
a. Use supporting evidence and criteria to evaluate

b. Apply the production elements used in a drama/theatre work to assess aesthetic choices.

c. Identify a specific audience or purpose for a drama/theatre work.

Grade 7

TH:Re9.1.7

a. Explain preferences, using supporting evidence and criteria to evaluate drama/theatre work.

b. Consider the aesthetics of the production elements in a drama/theatre work.

c. Identify how the intended purpose of a drama/theatre work appeals to a specific audience.

Grade 8

TH:Re9.1.8

a. Respond to a drama/ theatre work using supporting evidence, personal aesthetics, and artistic criteria.

b. Apply the production elements used in a drama/theatre work to assess aesthetic choices.

c. Assess the impact of a drama/theatre work on a specific audience.

Theatre/Connecting

#TH:Cn10.1

Process Component: Empathize

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.

Essential Question: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

Grade 6

TH:Cn10.1.6

a. Explain how the actions and motivations of characters in a drama/theatre work impact perspectives of a community or culture.

Grade 7

TH:Cn10.1.7

a. Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.

Grade 8

TH:Cn10.1.8

a. Examine a community issue through multiple perspectives in a drama/theatre work.

Theatre/Connecting

#TH:Cn11.1

Process Component: Interrelate

Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.

Essential Question: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

Grade 6

TH:Cn11.1.6

a. Identify universal themes or common social issues and express them through a drama/theatre work.

Grade 7
TH:Cn11.1.7
a. Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a drama/theatre work with a particular cultural, global, or historic context.
Grade 8
TH:Cn11.1.8
a. Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.

Theatre/Connecting
#TH:Cn11.2
Process Component: Research
Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
Enduring Understanding: Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.
Essential Question: In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

Grade 6
TH:Cn11.2.6
a. Research and analyze two different versions of the same drama/theatre story to determine differences and similarities in the visual and aural world of each story.

b. Investigate the time period and place of a drama/theatre work to better understand performance and design choices.
Grade 7
TH:Cn11.2.7
a. Research and discuss how a playwright might have intended a drama/theatre work to be produced.

b. Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theatre work.
Grade 8
TH:Cn11.2.8
a. Research the story elements of a staged drama/theatre work and compare them to another production of the same work.

b. Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.

Idaho Fine Arts Standards – Theatre, High School

Theatre/Creating
#TH:Cr1.1
Process Component: Envision, Conceptualize
Anchor Standard: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry.
Essential Question: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

Grade Hs proficient
TH:Cr1.1.HSI
a. Apply basic research to construct ideas about the visual composition of a drama/theatre work.

b. Explore the impact of technology on design choices in a drama/theatre work.

c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.

Grade Hs accomplished
TH:Cr1.1.HSII
a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.

b. Understand and apply technology to design solutions for a drama/theatre work.

c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.

Grade Hs advanced
TH:Cr1.1.HSIII
a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/ theatre work.

b. Create a complete design for a drama/theatre work that incorporates all elements of technology.

c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.

Theatre/Creating
#TH:Cr2.1
Process Component: Develop
Anchor Standard: Organize and develop artistic ideas and work.
Enduring Understanding: Theatre artists work to discover different ways of communicating meaning
Essential Question: How, when, and why do theatre artists' choices change?

Grade Hs proficient
TH:Cr2.1.HSI

a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.

b. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.

Grade Hs accomplished

TH:Cr2.1.HSII

a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.

b. Cooperate as a creative team to make interpretive choices for a drama/theatre work.

Grade Hs advanced

TH:Cr2.1.HSIII

a. Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.

b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

Theatre/Creating

#TH:Cr3.1

Process Component: Rehearse

Anchor Standard: Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation.

Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.

Essential Question: How do theatre artists transform and edit their initial ideas?

Grade Hs proficient

TH:Cr3.1.HSI

a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.

b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/ theatre work.

Grade Hs accomplished

TH:Cr3.1.HSII

a. Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.

b. Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work.

c. Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.

Grade Hs advanced

TH:Cr3.1.HSIII

a. Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and conventions.

b. Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.

c. Apply a high level of technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/theatre work.

Theatre/Performing
#TH:Pr4.1
Process Component: Select
Anchor Standard: Select, analyze, and interpret artistic work for presentation.
Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.
Essential Question: Why are strong choices essential to interpreting a drama or theatre piece?

Grade Hs proficient
TH:Pr4.1.HSI
a. Examine how character relationships assist in telling the story of a drama/theatre work.

b. Shape character choices using given circumstances in a drama/theatre work.

Grade Hs accomplished
TH:Pr4.1.HSII
a. Discover how unique choices shape believable and sustainable drama/ theatre work.

b. Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.

Grade Hs advanced
TH:Pr4.1.HSIII
a. Apply reliable research of directors' styles to form unique choices for a directorial concept in a drama/theatre work.

b. Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work.

Theatre/Performing
#TH:Pr5.1
Process Component: Prepare
Anchor Standard: Develop and refine artistic techniques and work for presentation.
Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.
Essential Question: What can I do to fully prepare a performance or technical design?

Grade Hs proficient
TH:Pr5.1.HSI
a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.

b. Use researched technical elements to increase the impact of design for a drama/theatre production.

Grade Hs accomplished
TH:Pr5.1.HSII
a. Refine a range of acting skills to build a believable and sustainable drama/theatre performance.

b. Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.
Grade Hs advanced
TH:Pr5.1.HSIII
a. Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.

b. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.

Theatre/Performing
#TH:Pr6.1
Process Component: Share, Present
Anchor Standard: Convey meaning through the presentation of artistic work.
Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.
Essential Question: What happens when theatre artists and audiences share a creative experience?
Grade Hs proficient
TH:Pr6.1.HSI
a. Perform a scripted drama/theatre work for a specific audience.
Grade Hs accomplished
TH:Pr6.1.HSII
a. Present a drama/theatre work using creative processes that shape the production for a specific audience.
Grade Hs advanced
TH:Pr6.1.HSIII
a. Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.

Theatre/Responding
#TH:Re7.1
Process Component: Reflect
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.
Essential Question: How do theatre artists comprehend the essence of drama processes and theatre experiences?
Grade Hs proficient
TH:Re7.1.HSI
a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.
Grade Hs accomplished

TH:Re7.1.HSII
a. Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.
Grade Hs advanced
TH:Re7.1.HSIII
a. Use historical and cultural context to structure and justify personal responses to a drama/theatre work.

Theatre/Responding
#TH:Re8.1
Process Component: Interpret
Anchor Standard: Interpret intent and meaning in artistic work.
Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.
Essential Question: How can the same work of art communicate different messages to different people?

Grade Hs proficient
TH:Re8.1.HSI
a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.

b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work.

c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.
Grade Hs accomplished
TH:Re8.1.HSII
a. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.

b. Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.

c. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.
Grade Hs advanced
TH:Re8.1.HSIII
a. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/ theatre work.

b. Use new understandings of cultures and contexts to shape personal responses to drama/theatre work.

c. Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work.

Theatre/Responding
#TH:Re9.1

Process Component: Evaluate
Anchor Standard: Apply criteria to evaluate artistic work.
Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.
Essential Question: How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

Grade Hs proficient
TH:Re9.1.HSI
a. Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.

b. Consider the aesthetics of the production elements in a drama/theatre work.

c. Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.

Grade Hs accomplished
TH:Re9.1.HSII
a. Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.

b. Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.

c. Verify how a drama/theatre work communicates for a specific purpose and audience.

Grade Hs advanced
TH:Re9.1.HSIII
a. Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.

b. Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work.

c. Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.

Theatre/Connecting
#TH:Cn10.1
Process Component: Empathize
Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.
Essential Question: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

Grade Hs proficient
TH:Cn10.1.HSI
a. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.

Grade Hs accomplished

TH:Cn10.1.HSII
a. Choose and interpret a drama/theatre work to reflect or question personal beliefs.
Grade Hs advanced
TH:Cn10.1.HSIII
a. Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.

Theatre/Connecting
#TH:Cn11.1
Process Component: Interrelate
Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.
Essential Question: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

Grade Hs proficient
TH:Cn11.1.HSI
a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.
Grade Hs accomplished
TH:Cn11.1.HSII
a. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama/theatre work.
Grade Hs advanced
TH:Cn11.1.HSIII
a. Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems.

Theatre/Connecting
#TH:Cn11.2
Process Component: Research
Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
Enduring Understanding: Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.
Essential Question: In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

Grade Hs proficient
TH:Cn11.2.HSI
a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.

b. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.
Grade Hs accomplished
TH:Cn11.2.HSII

a. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.

b. Explore how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work.

Grade Hs advanced

TH:Cn11.2.HSIII

a. Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research.

b. Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research.

Arts and Humanities

Interdisciplinary Humanities

Approved by the Idaho State Board of Education, ~~April 17, 2009~~ August 13, 2015

Rules Governing Thoroughness (08.02.03.004)

IDAHO CONTENT STANDARDS

~~IDAHO CONTENT STANDARDS~~
~~GRADE 9-12~~
~~HUMANITIES: INTERDISCIPLINARY~~

~~Standard 1: Historical and Cultural Contexts~~

~~Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.~~
~~Interdisciplinary Humanities students explain and discuss the historical and cultural contexts of the disciplines they are studying. Students illustrate the relationships between those contexts by creating original works. Students analyze society through the arts and humanities disciplines.~~

~~Goal 1.1: Understand the historical and cultural contexts of the arts and humanities disciplines.~~

~~Objective(s): By the end of high school, the student will be able to:~~

~~9-12.I.1.1.1 Identify, in context, events and people influential in the development of historical events and/or movements and living cultures.~~
~~9-12.I.1.1.2 Demonstrate the ways in which the arts and humanities reflect events.~~
~~9-12.I.1.1.3 Illustrate how an artifact symbolizes and reflects a particular culture and/or time period.~~

~~Goal 1.2: Understand the interrelationships within the arts and humanities disciplines.~~

~~Objective(s): By the end of high school, the student will be able to:~~

~~9-12.I.1.2.1 Acquire a working vocabulary of two or more arts and humanities disciplines.~~
~~9-12.I.1.2.2 Compare and contrast the products and processes of two arts and humanities disciplines.~~
~~9-12.I.1.2.3 Illustrate the relationship between two or more arts and humanities disciplines and the extent to which they enhance or influence each other.~~
~~9-12.I.1.2.4 Create an original work that shows the relationship between two or more arts and humanities disciplines.~~

~~Goal 1.3: Understand the interrelationships between cultures.~~

~~Objective(s): By the end of high school, the student will be able to:~~

~~9-12.I.1.3.1 Identify the ways the structure of an art or discipline mirrors the structure and values of society.~~
~~9-12.I.1.3.2 Identify the ways that the humanities disciplines portray human relationships.~~

~~Idaho Content Standards/Grade 9-12/Humanities: Interdisciplinary6/9/08~~

~~Standard 2: Critical Thinking~~

~~Students understand the purposes and functions of the arts and humanities. They build literacy and develop critical thinking through analysis and interpretation.~~

~~Interdisciplinary Humanities students research and analyze important cultural, artistic, and societal issues as they relate to two or more arts and humanities disciplines (e.g., visual art, music, theatre, dance, world language, history, literature). Students discuss abstract ideas and artworks and make judgments about them. Students formulate and present personal conclusions about the importance of the humanities disciplines within a culture.~~

~~Goal 2.1: Conduct analyses in the arts and humanities disciplines.~~

~~Objective(s): By the end of high school, the student will be able to:~~

~~9-12.I.2.1.1 Relate arts and humanities disciplines to ethical and/or human issues.~~
~~9-12.I.2.1.2 Compare and contrast works or ideas from at least two cultures, historical periods, or geographical areas.~~
~~9-12.I.2.1.3 Research and present findings about the role of artworks in a society.~~

~~Goal 2.2: Engage in discussions about arts and humanities issues.~~

~~Objective(s): By the end of high school, the student will be able to:~~

~~9-12.I.2.2.1 Analyze an artifact or idea and debate its meaning in the context of its societal values.~~
~~9-12.I.2.2.2 Describe the influence of religion on government, culture, artistic creation, technological development, and/or social conduct.~~
~~9-12.I.2.2.3 Discuss ways in which the arts and humanities both break through and create class barriers.~~
~~9-12.I.2.2.4 Discuss the significance of artworks in a society.~~

~~Goal 2.3: Demonstrate informed judgment about philosophical, aesthetic, or ethical arts and humanities issues.~~

~~Objective(s): By the end of high school, the student will be able to:~~

~~9-12.I.2.3.1 Establish a set of aesthetic criteria and apply it in evaluating one's own work and works of others.~~
~~9-12.I.2.3.2 Create an original work that offers a response to a human problem.~~

~~Standard 3: Performance~~

~~Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation. Humanities students demonstrate knowledge of themes and meanings in more than one humanities discipline. Students select, analyze, and replicate or imitate significant works in the arts and humanities disciplines. Students create original work that demonstrates knowledge of a (n) historical period, culture, or universal theme.~~

~~Idaho Content Standards/Grade 9-12/Humanities: Interdisciplinary6/9/08 Idaho Content Standards/Grade 9-12/Humanities: Interdisciplinary6/9/08~~

~~**Goal 3.1: Understand concepts essential to interdisciplinary study.**~~

~~**Objective(s): By the end of high school, the student will be able to:**~~

~~9-12.I.3.1.1 Discuss the role of diverse cultures within the arts and humanities.~~
~~9-12.I.3.1.2 Identify universal themes in the arts and humanities disciplines.~~
~~9-12.I.3.1.3 Select and exhibit works that communicate a common meaning.~~

~~**Goal 3.2: Communicate in the humanities disciplines through application of knowledge and skills.**~~

~~**Objective(s): By the end of high school, the student will be able to:**~~

~~9-12.I.3.2.1 Illustrate or document the potential of the arts and humanities to enhance and expand one's worldview.~~
~~9-12.I.3.2.2 Interpret how a literary/artistic work relates to the history and/or culture from which it originated.~~
~~9-12.I.3.2.3 Replicate or imitate a literary/artistic masterpiece, composition, genre, or style through its distinguishing characteristics.~~

~~**Goal 3.3: Communicate in the humanities disciplines through creative expression.**~~

~~**Objective(s): By the end of high school, the student will be able to:**~~

~~9-12.I.3.3.1 Express, through means other than expository writing, an understanding and appreciation of the arts and humanities.~~
~~9-12.I.3.3.2 Illustrate a connection between two humanities disciplines, showing how they compliment one another.~~
~~9-12.I.3.3.3 Create an artistic work that expresses the uniqueness of a historical period or cultural influence.~~
~~9-12.I.3.3.4 Create a literary work that targets a universal theme.~~

Idaho Interdisciplinary Humanities Anchor Standards

Anchor Standard 1: Connect and compare ideas, diverse cultures, and events through two or more disciplines.

Enduring Understanding: Sources of inspiration are transformed into works that express the human experience.

Essential Question(s):

- ✓ What inspires people or cultures to create?
- ✓ What connections and comparisons between ideas, cultures, and events can be made?
- ✓ What is the relationship of a work to its time/culture?

Goals and Objectives:

- Goal CC1: Understand the interdisciplinary relationships of ideas, cultures, and events.
  - Objective CC1.1: Develop a working vocabulary for the disciplines of study.

- Objective CC1.2: Identify and articulate how a work expresses the human experience.

- Goal CC2: Identify the relationship between two or more works/disciplines and how the historical contexts of ideas, cultures, and events are represented.
  - Objective CC2.1: Identify, in context, events and people influential in the development of historical events, movements, themes, and cultures.
  - Objective CC2.2: Explain how an artifact or work symbolizes and reflects a particular culture, event, theme, movement, or time period.

- Goal CC3: Understand how the human experience is represented through the arts and humanities.
  - Objective CC3.1: Identify the ways in which the structure of an art or discipline mirrors or portrays the values of society.
  - Objective CC3.2: Evaluate original works and how they represent a historical event, theme, movement, and/or culture.

Anchor Standard 2: Respond to universal themes, issues, and/or movements that express the human experience.

Enduring Understanding: Human experience repeats itself.

Essential Questions(s):

- ✓ How do themes, issues, and/or movements shape the human experience?
- ✓ How do we learn from the human experience?

Goals and Objectives:

- Goal RES1: Conduct analyses in the arts and humanities disciplines.
  - Objective RES 1.1: Summarize how the human experience is expressed through the arts and humanities.
  - Objective RES 1.2: Interpret content knowledge from multiple perspectives and/or sources.
  - Objective RES 1.3: Discover how key themes, issues, and/or movements are conveyed through the arts and humanities.

Anchor Standard 3: Create original works or unique interpretations that demonstrate knowledge of themes, issues, and/or movements that express the human experience.

Enduring Understanding: Through the creative process, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Essential Question(s):

- ✓ How does creating enrich people's lives?
- ✓ How do people contribute to awareness and understanding of their lives and the lives of their communities through the creative process?
- ✓ What role does persistence play in the creative process?

Goals and Objectives:

- Goal CR1: Communicate in the arts and humanities disciplines through creative expression
  - Objective CR1.1: Express, through means other than expository writing, an understanding and appreciation of the arts and humanities.
  - Objective CR1.2: Engage in collaborative learning to foster the creative process.
  - Objective CR1.3: Create an original product that interprets and/or investigates themes, issues, and/or movements.
  - Objective CR1.4: Revise, refine and develop an original work.

Anchor Standard 4: Convey meaning through the presentation/performance/production of an original work or unique interpretation of a work.

Enduring Understanding: Connections between multiple disciplines are visible through the presentation/performance of original works.

Essential Question(s):

- ✓ How does sharing original work deepen interdisciplinary understanding of ourselves and the human experience?
- ✓ How do we select the best method of performance/presentation/production to convey meaning?

Goals and Objectives:

- Goal PR1: Perform/present/produce an original work or interpretation of a work for an audience.
  - Objective PR1.1: Combine knowledge and understanding from two or more disciplines to present/perform their original or interpreted works for an audience.
  - Objective PR 1.2: Convey meaning through their presentation/performance.

- Goal PR2: Justify choices made in creating or interpreting a work.
  - Objective PR2.1: Apply knowledge and understanding from two or more disciplines to justify choices in the creation/interpretation of works.

- Objective PR 2.2: Engage in constructive critique with peers.

Anchor Standard 5: Reflect on the process of creating/interpreting/presenting a work.

Enduring Understanding: Reflection on the creative process deepens understanding of the content and the creator.

Essential Question(s):

- ✓ How is the quality of a performance/presentation/production determined?
- ✓ When does the creator know that a work is finished?
- ✓ How do the arts and humanities enhance and empower our lives?

Goals and Objectives:

- Goal REF1: Evaluate one's own work and the works of others as reflections of the themes, issues, and/or movements addressed in the course.
  - Objective REF 1.1: Utilize and apply a set of aesthetic criteria in evaluating the quality of one's own work and works of others.
  - Objective REF 1.2: Respond to critique and criteria to revise or justify one's own work.

- Goal REF2: Reflect upon the potential of the arts and humanities to enhance and expand one's worldview.

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Arts and Humanities

Music

Approved by the Idaho State Board of Education, ~~April 17, 2009~~ August 13, 2015

Rules Governing Thoroughness (08.02.03.004)

IDAHO CONTENT STANDARDS

~~IDAHO CONTENT STANDARDS~~
~~GRADE K-3~~
~~HUMANITIES: MUSIC~~

~~Standard 1: Historical and Cultural Contexts~~

~~Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.~~

~~Students in grades K-3 discuss the history, culture, and traditions found in selected musical examples. Students identify ideas and emotions expressed through music and examine how they relate to other disciplines within that culture.~~

~~Goal 1.1: Discuss the historical and cultural contexts of music.~~

~~**Objective(s): By the end of Grade 3, the student will be able to:**~~

- ~~K-3.Mu.1.1.1 Name the historical or cultural background of musical selections learned.~~
- ~~K-3.Mu.1.1.2 Identify the country or region of musical selections learned.~~
- ~~K-3.Mu.1.1.3 Recognize characteristics of suitable music for various occasions and traditions.~~

~~Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines of music and culture.~~

~~**Objective(s): By the end of Grade 3, the student will be able to:**~~

- ~~K-3.Mu.1.2.1 Identify ideas and emotions that are expressed through music and other disciplines.~~

~~Standard 2: Critical Thinking~~

~~Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.~~

~~Students in grades K-3 differentiate among simple musical forms and identify instrument families and voices. Students discuss preferences for musical examples. Students explain the role of music in their lives.~~

~~Goal 2.1: Conduct analyses in music.~~

~~**Objective(s): By the end of Grade 3, the student will be able to:**~~

- ~~K-3.Mu.2.1.1 Examine music as a way to communicate emotions.~~
- ~~K-3.Mu.2.1.2 Use music vocabulary to discuss specific works of music.~~
- ~~K-3.Mu.2.1.3 Identify sounds of different instrument families and voices.~~
- ~~K-3.Mu.2.1.4 Differentiate between simple musical forms when they are heard.~~

~~Goal 2.2: Formulate and express opinions about musical performances.~~

~~Objective(s): By the end of Grade 3, the student will be able to:~~

~~K-3.Mu.2.2.1 Discuss the importance of music in one's own life.~~
~~K-3.Mu.2.2.2 Discuss preferences for musical examples using familiar musical terms.~~
~~K-3.Mu.2.2.3 Draw conclusions about the meaning of the term "classical music."~~

~~Standard 3: Performance~~

~~Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.~~

~~Students in grades K-3 read and perform simple music notation. Students perform alone and in groups on pitch and in rhythm responding to the conductor. Students create melodic or rhythmic responses using instructor guidelines. Students move to the beat of music.~~

~~Goal 3.1: Utilize concepts essential to music.~~

~~Objective(s): By the end of Grade 3, the student will be able to:~~

~~K-3.Mu.3.1.1 Sing independently with a clear tone and on pitch.~~
~~K-3.Mu.3.1.2 Identify symbols and notation in music.~~
~~K-3.Mu.3.1.3 Read music notation in simple meters or groupings using a system of symbols, numbers, or letters.~~

~~Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.~~

~~Objective(s): By the end of Grade 3, the student will be able to:~~

~~K-3.Mu.3.2.1 Identify and perform simple songs from different cultures and genres.~~
~~K-3.Mu.3.2.2 Illustrate group singing and instrumental skills in response to conductor cues.~~
~~K-3.Mu.3.2.3 Echo rhythmic or melodic patterns accurately.~~
~~K-3.Mu.3.2.4 Demonstrate proper behavior for different types of music performances.~~

~~Goal 3.3: Communicate through music with creative expression.~~

~~Objective(s): By the end of Grade 3, the student will be able to:~~

~~K-3.Mu.3.3.1 Improvise musical "answers" to given rhythmic and/or melodic phrases.~~
~~K-3.Mu.3.3.2 Sing/play a simple melody following a director.~~
~~K-3.Mu.3.3.3 Move to the beat of music in a prescribed manner.~~

~~IDAHO CONTENT STANDARDS~~
~~GRADE 4-5~~

~~HUMANITIES: MUSIC~~

~~Students are expected to know content and apply skills from previous grades.~~

~~Standard 1: Historical and Cultural Contexts~~

~~Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.~~

~~Students in grades 4-5 identify and describe the use of musical elements from various cultures and time periods. Students explain how music relates to other subject areas, using terms common to the arts.~~

~~Goal 1.1: Discuss the historical and cultural contexts of music.~~

~~Objective(s): By the end of Grade 5, the student will be able to:~~

- ~~4-5.Mu.1.1.1 Describe how musical elements are used in music of our own culture as well as other cultures.~~
- ~~4-5.Mu.1.1.2 Identify characteristics of music from two different historical periods.~~
- ~~4-5.Mu.1.1.3 Identify specific compositions as belonging to a particular era in music history.~~
- ~~4-5.Mu.1.1.4 Recognize the uses of music in everyday life.~~

~~Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.~~

~~Objective(s): By the end of Grade 5, the student will be able to:~~

- ~~4-5.Mu.1.2.1 Compare a musical selection with another art form that uses a similar style.~~
- ~~4-5.Mu.1.2.2 Identify similarities and differences in the meanings of terms common to other arts disciplines.~~
- ~~4-5.Mu.1.2.3 Describe ways that music is related to another subject area.~~

~~Standard 2: Critical Thinking~~

~~Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.~~

~~Students in grades 4-5 identify specific elements of music and sounds of various instruments and voices. Students discuss the importance of music in today's society. Students express personal preferences for a specific work using appropriate arts vocabulary.~~

~~Goal 2.1: Conduct analyses in music.~~

~~Objective(s): By the end of Grade 5, the student will be able to:~~

- ~~4-5.Mu.2.1.1 Describe music as a form of communication.~~
- ~~4-5.Mu.2.1.2 Use music vocabulary to discuss specific compositions of various styles and cultures.~~
- ~~4-5.Mu.2.1.3 Recognize specific sounds of instruments and voices.~~

~~4-5.Mu.2.1.4 Recognize and identify specific elements of music (melody, harmony, rhythm, form, timbre)~~

~~Goal 2.2: Formulate and express opinions about musical performances.~~

~~Objective(s): By the end of Grade 5, the student will be able to:~~

~~4-5.Mu.2.2.1 Discuss the importance of music in our society.~~
~~4-5.Mu.2.2.2 Express personal preferences for a specific work using appropriate arts vocabulary.~~
~~4-5.Mu.2.2.3 Identify and discuss copyright issues in music.~~

~~Standard 3~~: ~~Performance~~

~~Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.~~

~~Students in grades 4-5 use standard music symbols and terms to read, notate, and perform music. Students sing, alone and with others, accurately with appropriate dynamics, breath control, phrasing, and interpretation. Students also perform in groups blending vocal/instrumental sounds and follow a conductor. Students improvise simple melodic phrases.~~

~~Goal 3.1: Utilize concepts essential to music.~~

~~Objective(s): By the end of Grade 5, the student will be able to:~~

~~4-5.Mu.3.1.1 Sing/play independently or in a small ensemble with grade appropriate music, following the cues of a conductor.~~
~~4-5.Mu.3.1.2 Read, notate, and perform meter, rhythm, pitch, dynamics, and tempo using standard music symbols.~~
~~4-5.Mu.3.1.3 Use standard musical notation to sing/play grade appropriate music.~~

~~Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.~~

~~Objective(s): By the end of Grade 5, the student will be able to:~~

~~4-5.Mu.3.2.1 Sing in harmony using simple ostinatos, partner songs, descants, and canons.~~
~~4-5.Mu.3.2.2 Perform independently while other students sing or play contrasting parts.~~
~~4-5.Mu.3.2.3 Sing/play accurately with appropriate dynamics, breath control, phrasing, and interpretation.~~
~~4-5.Mu.3.2.4 Discuss and demonstrate the importance of proper concert behavior.~~
~~4-5.Mu.3.2.5 Demonstrate interpersonal skills through working collaboratively and productively with others.~~

~~Goal 3.3: Communicate through music with creative expression.~~

~~Objective(s): By the end of Grade 5, the student will be able to:~~

~~4-5.Mu.3.3.1 Create original rhythmic/melodic ostinatos to accompany group performances.~~
~~4-5.Mu.3.3.2 Sing/play an improvised simple melody in a call and response context.~~

~~4-5.Mu.3.3.3 Improvise movement that is stylistically appropriate to music (e.g., free style).~~

~~IDAHO CONTENT STANDARDS~~
~~GRADE 6-8~~
~~HUMANITIES: MUSIC~~

~~Students are expected to know content and apply skills from previous grades.~~

~~Standard 1: Historical and Cultural Contexts~~

~~Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.~~

~~Students in grades 6-8 classify the historical periods of music studied. Students analyze the cultural contexts of music studied. Students compare and contrast musical styles and genres with another art form or subject area.~~

~~Goal 1.1: Discuss the historical and cultural contexts of music.~~

~~Objective(s): By the end of Grade 8, the student will be able to:~~

~~6-8.Mu.1.1.1 Analyze the relationship of a country's traditions and its music.~~
~~6-8.Mu.1.1.2 Identify the historical period during which musical works being studied were composed.~~
~~6-8.Mu.1.1.3 Discuss the relationship of music to the historical period in which it was composed.~~
~~6-8.Mu.1.1.4 Identify prominent musicians in contemporary society.~~

~~Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.~~

~~Objective(s): By the end of Grade 8, the student will be able to:~~

~~6-8.Mu.1.2.1 Compare a musical style with another art form sharing a similar style or movement.~~
~~6-8.Mu.1.2.2 Discuss similarities among various disciplines of the arts.~~
~~6-8.Mu.1.2.3 Discuss the connections of music to other subject areas.~~

~~Standard 2: Critical Thinking~~

~~Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.~~

~~Students in grades 6-8 describe and analyze aural examples of music, using correct musical terminology. Students identify a musical theme. Students develop criteria for high musical quality. Students evaluate musical performances.~~

~~Goal 2.1: Conduct analyses in music.~~

~~Objective(s): By the end of Grade 8, the student will be able to:~~

~~6-8.Mu.2.1.1 Identify a musical theme.~~
~~6-8.Mu.2.1.2 Describe and analyze aural examples of music using correct musical terms pertaining to form, meter, rhythm, and basic keys.~~
~~6-8.Mu.2.1.3 Identify the sounds of voices and musical instruments as they are used in musical works.~~
~~6-8.Mu.2.1.4 Discuss the style of a musical selection.~~

~~Goal 2.2: Formulate and express opinions about musical performances.~~

~~Objective(s): By the end of Grade 8, the student will be able to:~~

~~6-8.Mu.2.2.1 Discuss the roles of professional and amateur musicians in society.~~
~~6-8.Mu.2.2.2 Express personal preference for music using appropriate musical terminology.~~
~~6-8.Mu.2.2.3 Debate copyright issues in music.~~
~~6-8.Mu.2.2.4 Develop criteria for high musical quality.~~
~~6-8.Mu.2.2.5 Evaluate constructively the quality of one's performance and the performances of others.~~

~~Standard 3: Performance~~

~~Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.~~

~~Students in grades 6-8 read, notate, and perform music of various styles and genres. Students sing/play accurately and expressively, following the directions of a conductor and using appropriate dynamics and phrasing. Students perform or compose music using a variety of sound sources. Students formulate a method of consistent musical practice.~~

~~Goal 3.1: Utilize concepts essential to music.~~

~~Objective(s): By the end of Grade 8, the student will be able to:~~

~~6-8.Mu.3.1.1 Sing/play independently or in a small ensemble with grade appropriate music, following the cues of a conductor.~~
~~6-8.Mu.3.1.2 Read and notate music symbols (time and key signatures, note values, standard notation symbols for pitch, duration, dynamics, articulation, expression).~~
~~6-8.Mu.3.1.3 Use standard musical notation to sing/play grade appropriate material.~~
~~6-8.Mu.3.1.4 Formulate a method of consistent musical practice.~~

~~Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.~~

~~Objective(s): By the end of Grade 8, the student will be able to:~~

~~6-8.Mu.3.2.1 Sing/play accurately using good breath control, diction, articulation, and posture both alone and in small groups, following the directions of a conductor.~~
~~6-8.Mu.3.2.2 Perform in an ensemble, using appropriate musical technique.~~
~~6-8.Mu.3.2.3 Sing/play expressively with appropriate dynamics and phrasing, considering the intent of the music's creator.~~
~~6-8.Mu.3.2.4. Discuss and demonstrate the importance of proper concert behavior and attire.~~
~~6-8.Mu.3.2.5. Demonstrate interpersonal skills through working collaboratively and productively with others.~~

~~**Goal 3.3: Communicate through music with creative expression.**~~

~~**Objective(s): By the end of Grade 8, the student will be able to:**~~
~~6-8.Mu.3.3.1 Create a melody when given specific guidelines.~~
~~6-8.Mu.3.3.2 Use a variety of traditional and nontraditional sound sources and electronic media when composing or performing music.~~
~~6-8.Mu.3.3.3 Improvise simple rhythmic and/or melodic accompaniments.~~

~~IDAHO CONTENT STANDARDS~~
~~GRADE 9-12~~
~~HUMANITIES: MUSIC~~

~~**Students are expected to know content and apply skills from previous grades.**~~

~~**Standard 1: Historical and Cultural Contexts**~~

~~Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.~~

~~Students in grades 9-12 identify and compare music from a variety of cultures and historical periods. Students describe the historical, cultural, and stylistic similarities among the visual and performing arts disciplines.~~

~~**Goal 1.1: Discuss the historical and cultural contexts of music.**~~

~~**Objective(s): By the end of high school, the student will be able to:**~~
~~9-12.Mu.1.1.1 Identify representative musical works from a variety of cultures and historical periods.~~
~~9-12.Mu.1.1.2 Outline the purpose and function of a particular form of music through history.~~
~~9-12.Mu.1.1.3 Compare and contrast aesthetical aspects of music from different cultural perspectives.~~
~~9-12.Mu.1.1.4 Identify the roles of musicians in society.~~

~~Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.~~

~~Objective(s): By the end of high school, the student will be able to:~~

~~9-12.Mu.1.2.1 Discuss connections between the history of one art form or style and another related art form or style.~~
~~9-12.Mu.1.2.2 Describe similarities among different art forms across cultures.~~
~~9-12.Mu.1.2.3 Compare and contrast the origins of music with another core subject area (e.g., history, literature, math).~~

~~Standard 2: Critical Thinking~~

~~Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.~~

~~Students in grades 9-12 analyze and discuss musical forms, artistic styles, and common themes appearing in music throughout history. Students discuss copyright issues in music. Students develop tools necessary to evaluate musical performances constructively. Students demonstrate proper concert behavior and attire.~~

~~Goal 2.1: Conduct analyses in music.~~

~~Objective(s): By the end of high school, the student will be able to:~~

~~9-12.Mu.2.1.1 Recognize commonalities in the use of musical elements appearing in music throughout history.~~
~~9-12.Mu.2.1.2 Describe and analyze aural examples of music using correct musical terms pertaining to form, meter, rhythm, basic keys, and simple harmonic progressions.~~
~~9-12.Mu.2.1.3 Compare two contrasting musical works.~~
~~9-12.Mu.2.1.4 Discuss the similarities and differences of artistic styles of music performed.~~

~~Goal 2.2: Formulate and express opinions about musical performances.~~

~~Objective(s): By the end of high school, the student will be able to:~~

~~9-12.Mu.2.2.1 Evaluate how music participation is critical to global culture.~~
~~9-12.Mu.2.2.2 Explain personal preferences for musical styles and pieces, using proper terminology.~~
~~9-12.Mu.2.2.3 Offer an alternative for copyright infringement both for the consumer and the artist.~~
~~9-12.Mu.2.2.4 Develop criteria for high musical quality and apply it to a live musical performance.~~
~~9-12.Mu.2.2.5 Evaluate constructively the quality of one's performance and the performances of others.~~

~~Standard 3: Performance~~

~~Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.~~

~~Students in grades 9-12 perform an instrumental or vocal part accurately utilizing skills learned and practiced. Students sight-read simple melodies and rhythms applicable to their part. Students read and perform music that contains level-appropriate technical demands, expanded ranges, and varied interpretive requirements. Students improvise simple harmonies and rhythmic and melodic ostinatos on familiar melodies. Students formulate a method of consistent and efficient musical practice.~~

~~Goal 3.1: Utilize concepts essential to music.~~

~~Objective(s): By the end of high school, the student will be able to:~~

~~9-12.Mu.3.1.1 Perform an appropriate instrumental or vocal part demonstrating rhythms and pitch accuracy, articulation and expression, following the cues from a conductor.~~
~~9-12.Mu.3.1.2 Sight-read simple melodies and rhythms in clefs applicable to the performance medium.~~
~~9-12.Mu.3.1.3 Read music that contains level-appropriate technical demands, expanded ranges, and varied interpretive requirements.~~
~~9-12.Mu.3.1.4 Formulate a method of consistent and efficient musical practice.~~

~~Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.~~

~~Objective(s): By the end of high school, the student will be able to:~~

~~9-12.Mu.3.2.1 Perform in groups, blending vocal/instrumental sounds, matching dynamics, breath control, phrasing, and interpretation in response to the conductor.~~
~~9-12.Mu.3.2.2 Perform in a small ensemble or as a soloist using appropriate musical technique.~~
~~9-12.Mu.3.2.3 Interpret/perform a musical selection, respecting the intent of its creator.~~
~~9-12.Mu.3.2.4 Discuss and demonstrate the importance of proper concert behavior and attire.~~
~~9-12.Mu.3.2.5 Demonstrate interpersonal skills by working collaboratively and productively with others.~~

~~Goal 3.3: Communicate through music with creative expression.~~

~~Objective(s): By the end of high school, the student will be able to:~~

~~9-12.Mu.3.3.1 Create an original harmony to accompany a melody.~~
~~9-12.Mu.3.3.2 Perform level-appropriate musical works with expression and technical accuracy.~~
~~9-12.Mu.3.3.3 Improvise rhythmic and melodic variations on given melodies.~~

Idaho Fine Arts Standards
General Music K-6 & Secondary Novice/Proficient

General Music/Creating
#MU:Cr1.1
Process Component: GMS-Imagine - Generate musical ideas for various purposes and contexts.
Anchor Standard: Generate and conceptualize artistic ideas and work.
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
Essential Question: How do musicians generate creative ideas?

Grade K
MU:Cr1.1.K
a. With guidance, explore and experience music concepts (such as beat and melodic contour).

b.With guidance, generate musical ideas (such as movements or motives).

Grade 1
MU:Cr1.1.1
a. With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.

b.With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).

Grade 2
MU:Cr1.1.2
a.Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.

b.Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).

Grade 3
MU:Cr1.1.3
a.Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).

b.Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.

Grade 4
MU:Cr1.1.4
a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).

b. Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.

Grade 5
MU:Cr1.1.5

a.Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).

b.Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

Grade 6

MU:Cr1.1.6

Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.

Novice

MU:Cr1.1.7

Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.

Proficient

MU:Cr1.1.8

Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent

General Music/Creating

#MU:Cr2.1

Process Component: GMS-Plan and Make - Select and develop musical ideas for defined purposes and contexts.

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Grade K

MU:Cr2.1.K

a.With guidance, demonstrate and choose favorite musical ideas.

b.With guidance, organize personal musical ideas using iconic notation and/or recording technology.

Grade 1

MU:Cr2.1.1

a.With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.

b.With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.

Grade 2

MU:Cr2.1.2

a.Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.

b.Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.

Grade 3

MU:Cr2.1.3
a.Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.

b.Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.
Grade 4
MU:Cr2.1.4
a.Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.

b.Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.
Grade 5
MU:Cr2.1.5
a.Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.

b.Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.
Grade 6
MU:Cr2.1.6
a.Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.

b.Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.
Novice
MU:Cr2.1.7
a.Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.

b.Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.
Proficient
MU:Cr2.1.8
a. Select, organize, and document musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.

b.Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.

General Music/Creating
#MU:Cr3.1

Process Component: GMS-Evaluate and Refine -Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
Anchor Standard: Refine and complete artistic work.
Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
Essential Question: How do musicians improve the quality of their creative work?

Grade K
MU:Cr3.1.K
a.With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.

Grade 1
MU:Cr3.1.1
a. With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.

Grade 2
MU:Cr3.1.2
a. Interpret and apply personal, peer, and teacher feedback to revise personal music.

Grade 3
MU:Cr3.1.3
a.Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback.

Grade 4
MU:Cr3.1.4
a.Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time.

Grade 5
MU:Cr3.1.5
a.Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.

Grade 6
MU:Cr3.1.6
a.Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.

b.Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.

Novice
MU:Cr3.1.7
a.Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.

b.Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).

Proficient
MU:Cr3.1.8
a.Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.

b.Describe the rationale for refining works by explaining the choices, based on evaluation criteria.

General Music/Creating
#MU:Cr3.2
Process Component: GMS-Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
Anchor Standard: Refine and complete artistic work.
Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication.
Essential Question: When is creative work ready to share?

Grade K
MU:Cr3.2.K
With guidance, demonstrate a final version of personal musical ideas to peers.
Grade 1
MU:Cr3.2.1
With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.
Grade 2
MU:Cr3.2.2
Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.
Grade 3
MU:Cr3.2.3
Present the final version of personal created music to others, and describe connection to expressive intent.
Grade 4
MU:Cr3.2.4
Present the final version of personal created music to others, and explain connection to expressive intent.
Grade 5
MU:Cr3.2.5
Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.
Grade 6
MU:Cr3.2.6
Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.
Novice
MU:Cr3.2.7
Present the final version of their personal documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.
Proficient
MU:Cr3.2.8
Present the final version of their documented composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional

techniques for creating unity and variety, tension and release, and balance to convey expressive intent.

General Music/Performing
#MU:Pr4.1
Process Component: GMS-Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.
Anchor Standard: Select, analyze and interpret artistic work for presentation.
Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
Essential Question: How do performers select repertoire?

Grade K
MU:Pr4.1.K
With guidance, demonstrate and state personal interest in varied musical selections.
Grade 1
MU:Pr4.1.1
With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.
Grade 2
MU:Pr4.1.2
Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
Grade 3
MU:Pr4.1.3
Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.
Grade 4
MU:Pr4.1.4
Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.
Grade 5
MU:Pr4.1.5
Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.
Grade 6
MU:Pr4.1.6
Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen
Novice
MU:Pr4.1.7
Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.
Proficient
MU:Pr4.1.8

Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.

General Music/Performing

#MU:Pr4.2

Process Component: GMS-Analyze - Analyze the structure and context of varied musical works and their implications for performance

Anchor Standard: Select, analyze and interpret artistic work for presentation.

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Grade K

MU:Pr4.2.K

a.With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

Grade 1

MU:Pr4.2.1

a.With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.

b.When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

Grade 2

MU:Pr4.2.2

a.Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.

b.When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

Grade 3

MU:Pr4.2.3

a.Demonstrate understanding of the structure in music selected for performance.

b.When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

c. Describe how context (such as personal and social) can inform a performance.

Grade 4

MU:Pr4.2.4

a.Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.

b. When analyzing selected music, read and perform using iconic and/or standard notation.

c.Explain how context (such as social and cultural) informs a performance.

Grade 5
MU:Pr4.2.5
a.Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

b.When analyzing selected music, read and perform using standard notation.

c.Explain how context (such as social, cultural, and historical) informs performances.
Grade 6
MU:Pr4.2.6
a.Explain how understanding the structure and the elements of music are used in music selected for performance.

b.When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.

c.Identify how cultural and historical context inform performances.
Novice
MU:Pr4.2.7
a.Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.

b. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.

c.Identify how cultural and historical context inform performances and result in different music interpretations.
Proficient
MU:Pr4.2.8
a.Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

b. When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.

c. Identity how cultural and historical context inform performances and result in different musical effects.

General Music/Performing
#MU:Pr4.3
Process Component: GMS-Interpret - Develop personal interpretations that consider creators' intent.
Anchor Standard: Select, analyze and interpret artistic work for presentation.
Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.
Essential Question: How do performers interpret musical works?

Grade K
MU:Pr4.3.K

With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

Grade 1

MU:Pr4.3.1

Demonstrate and describe music's expressive qualities (such as dynamics and tempo).

Grade 2

MU:Pr4.3.2

Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.

Grade 3

MU:Pr4.3.3

Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).

Grade 4

MU:Pr4.3.4

Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).

Grade 5

MU:Pr4.3.5

Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).

Grade 6

MU:Pr4.3.6

Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

Novice

MU:Pr4.3.7

Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

Proficient

MU:Pr4.3.8

Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).

General Music/Performing

#MU:Pr5.1

Process Component: GMS-Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

Anchor Standard: Develop and refine artistic techniques and work for presentation.

Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance?

Grade K

MU:Pr5.1.K

a. With guidance, apply personal, teacher, and peer feedback to refine performances.

b.With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.

Grade 1

MU:Pr5.1.1

a.With limited guidance, apply personal, teacher, and peer feedback to refine performances.

b.With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.

Grade 2

MU:Pr5.1.2

a.Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.

b.Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.

Grade 3

MU:Pr5.1.3

a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.

b.Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.

Grade 4

MU:Pr5.1.4

a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.

b. Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.

Grade 5

MU:Pr5.1.5

a. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.

b.Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.

Grade 6

MU:Pr5.1.6

a. Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.

Novice

MU:Pr5.1.7

a.Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional

impact, and interest) to rehearse, refine, and determine when the music is ready to perform.

Proficient

MU:Pr5.1.8

a.Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.

General Music/Performing

#MU:Pr6.1

Process Component: GMS-Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

Anchor Standard: Convey meaning through the presentation of artistic work.

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Grade K

MU:Pr6.1.K

a.With guidance, perform music with expression.

b.Perform appropriately for the audience.

Grade 1

MU:Pr6.1.1

a.With limited guidance, perform music for a specific purpose with expression.

b. Perform appropriately for the audience and purpose.

Grade 2

MU:Pr6.1.2

a.Perform music for a specific purpose with expression and technical accuracy.

b.Perform appropriately for the audience and purpose.

Grade 3

MU:Pr6.1.3

a.Perform music with expression and technical accuracy.

b.Demonstrate performance decorum and audience etiquette appropriate for the context and venue.

Grade 4

MU:Pr6.1.4

a. Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.

b.Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.

Grade 5

MU:Pr6.1.5

a.Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

b.Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

Grade 6

MU:Pr6.1.6

a.Perform the music with technical accuracy to convey the creator's intent.

b.Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.

Novice

MU:Pr6.1.7

a.Perform the music with technical accuracy and stylistic expression to convey the creator's intent.

b.Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.

Proficient

MU:Pr6.1.8

a.Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.

b.Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.

General Music/Responding

#MU:Re7.1

Process Component: GMS-Select - Choose music appropriate for a specific purpose or context.

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

Grade K

MU:Re7.1.K

With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.

Grade 1

MU:Re7.1.1

With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.

Grade 2

MU:Re7.1.2

Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.

Grade 3

MU:Re7.1.3

Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.

Grade 4

MU:Re7.1.4

Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

Grade 5

MU:Re7.1.5

Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

Grade 6

MU:Re7.1.6

Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.

Novice

MU:Re7.1.7

Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.

Proficient

MU:Re7.1.8

Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.

General Music/Responding

#MU:Re7.2

Process Component: GMS-Analyze - Analyze how the structure and context of varied musical works inform the response.

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Question: How does understanding the structure and context of music inform a response?

Grade K

MU:Re7.2.K

With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

Grade 1

MU:Re7.2.1

With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.

Grade 2

MU:Re7.2.2

Describe how specific music concepts are used to support a specific purpose in music.

Grade 3

MU:Re7.2.3

Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).

Grade 4

MU:Re7.2.4

Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).

Grade 5

MU:Re7.2.5

Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

Grade 6

MU:Re7.2.6

a.Describe how the elements of music and expressive qualities relate to the structure of the pieces

b.Identify the context of music from a variety of genres, cultures, and historical periods.

Novice

MU:Re7.2.7

a.Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.

b. Identify and compare the context of music from a variety of genres, cultures, and historical periods.

Proficient

MU:Re7.2.8

a. Compare how the elements of music and expressive qualities relate to the structure within programs of music.

b.Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.

General Music/Responding

#MU:Re8.1

Process Component: GMS-Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.

Anchor Standard: Interpret intent and meaning in artistic work.

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

Grade K

MU:Re8.1.K

With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

Grade 1

MU:Re8.1.1

With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

Grade 2

MU:Re8.1.2

Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent.

Grade 3

MU:Re8.1.3
Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.
Grade 4
MU:Re8.1.4
Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent
Grade 5
MU:Re8.1.5
Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent
Grade 6
MU:Re8.1.6
Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.
Novice
MU:Re8.1.7
Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent
Proficient
MU:Re8.1.8
Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.

General Music/Responding
#MU:Re9.1
Process Component: GMS-Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
Anchor Standard: Apply criteria to evaluate artistic work.
Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Grade K
MU:Re9.1.K
With guidance, apply personal and expressive preferences in the evaluation of music.
Grade 1
MU:Re9.1.1
With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.
Grade 2
MU:Re9.1.2
Apply personal and expressive preferences in the evaluation of music for specific purposes.
Grade 3

MU:Re9.1.3
Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.
Grade 4
MU:Re9.1.4
Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.
Grade 5
MU:Re9.1.5
Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.
Grade 6
MU:Re9.1.6
Apply teacher-provided criteria to evaluate musical works or performances.
Novice
MU:Re9.1.7
Select from teacher-provided criteria to evaluate musical works or performances.
Proficient
MU:Re9.1.8
Apply appropriate personally-developed criteria to evaluate musical works or performances.

General Music/Connecting
#MU:Cn10.0
Process Component: GMS-Connect #10- Synthesize and relate knowledge and personal experiences to make music.
Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Grade K
MU:Cn10.0.K
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
Grade 1
MU:Cn10.0.1
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Grade 2
MU:Cn10.0.2
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Grade 3
MU:Cn10.0.3

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Grade 4

MU:Cn10.0.4

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Grade 5

MU:Cn10.0.5

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Grade 6

MU:Cn10.0.6

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Novice

MU:Cn10.0.7

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music

Proficient

MU:Cn10.0.8

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

General Music/Connecting

#MU:Cn11.0

Process Component: GMS-Connect #11- Relate musical ideas and works with varied context to deepen understanding.

Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Grade K

MU:Cn11.0.K

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Grade 1

MU:Cn11.0.1

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Grade 2

MU:Cn11.0.2

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Grade 3

MU:Cn11.0.3

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Grade 4
MU:Cn11.0.4
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Grade 5
MU:Cn11.0.5
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Grade 6
MU:Cn11.0.6
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Novice
MU:Cn11.0.7
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Proficient
MU:Cn11.0.8
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

General Music Theory Composition/Responding
#MU:Re7.2.C
Process Component: GMS-Analyze - Analyze how the structure and context of varied musical works inform the response.
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
Essential Question: How does understanding the structure and context of music inform a response?

Grade K
MU:Re7.2.C.K
With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.
Grade 1
MU:Re7.2.C.1
With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.
Grade 2
MU:Re7.2.C.2
Describe how specific music concepts are used to support a specific purpose in music.
Grade 3
MU:Re7.2.C.3
Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).
Grade 4
MU:Re7.2.C.4
Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).

Grade 5
MU:Re7.2.C.5
Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).
Grade 6
MU:Re7.2.C.6
a.Describe how the elements of music and expressive qualities relate to the structure of the pieces

b.Identify the context of music from a variety of genres, cultures, and historical periods.
Novice
MU:Re7.2.C.7
a.Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.

b. Identify and compare the context of music from a variety of genres, cultures, and historical periods.
Proficient
MU:Re7.2.C.8
a. Compare how the elements of music and expressive qualities relate to the structure within programs of music.

b.Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.

General Music Harmonizing Instruments/Performing (ie. Keyboard/Guitar)
#MU:Pr4.2.H
Process Component: GMS-Analyze - Analyze the structure and context of varied musical works and their implications for performance
Anchor Standard: Select, analyze and interpret artistic work for presentation.
Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
Essential Question: How does understanding the structure and context of musical works inform performance?

Grade K
MU:Pr4.2.H.K
a.With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.
Grade 1
MU:Pr4.2.H.1
a.With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.

b.When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.
Grade 2
MU:Pr4.2.H.2

a.Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.

b.When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

Grade 3

MU:Pr4.2.H.3

a.Demonstrate understanding of the structure in music selected for performance.

b.When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

c. Describe how context (such as personal and social) can inform a performance.

Grade 4

MU:Pr4.2.H.4

a.Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.

b. When analyzing selected music, read and perform using iconic and/or standard notation.

c.Explain how context (such as social and cultural) informs a performance.

Grade 5

MU:Pr4.2.H.5

a.Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

b.When analyzing selected music, read and perform using standard notation.

c.Explain how context (such as social, cultural, and historical) informs performances.

Grade 6

MU:Pr4.2.H.6

a.Explain how understanding the structure and the elements of music are used in music selected for performance.

b.When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.

c.Identify how cultural and historical context inform performances.

Grade 7

MU:Pr4.2.H.7

a.Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.

b. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.

c.Identify how cultural and historical context inform performances and result in different music interpretations.

Grade 8
MU:Pr4.2.H.8
a.Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

b. When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.

c. Identity how cultural and historical context inform performances and result in different musical effects.

General Music Theory Composition/Responding
#MU:Re7.2.C
Process Component: GMS-Analyze - Analyze how the structure and context of varied musical works inform the response.
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
Essential Question: How does understanding the structure and context of music inform a response?

Grade K
MU:Re7.2.C.K
With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.
Grade 1
MU:Re7.2.C.1
With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.
Grade 2
MU:Re7.2.C.2
Describe how specific music concepts are used to support a specific purpose in music.
Grade 3
MU:Re7.2.C.3
Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).
Grade 4
MU:Re7.2.C.4
Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).
Grade 5
MU:Re7.2.C.5
Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).
Grade 6
MU:Re7.2.C.6
a.Describe how the elements of music and expressive qualities relate to the structure of the pieces

b.Identify the context of music from a variety of genres, cultures, and historical periods.

Novice

MU:Re7.2.C.7

a.Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.

b. Identify and compare the context of music from a variety of genres, cultures, and historical periods.

Proficient

MU:Re7.2.C.8

a. Compare how the elements of music and expressive qualities relate to the structure within programs of music.

b.Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.

Idaho Fine Arts Standards – Music
Harmonizing Instruments

Music Harmonizing Instruments/Creating
#MU:Cr1.1
Process Component: MHI-Imagine- Generate musical ideas for various purposes and contexts.
Anchor Standard: Generate and conceptualize artistic ideas and work.
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
Essential Question: How do musicians generate creative ideas?

Grade Novice
MU:Cr1.1. Novice
Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

Grade Intermediate
MU:Cr1.1. Intermediate
Generate melodic, rhythmic, and harmonic ideas for melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

Grade Proficient
MU:Cr1.1. I
Generate melodic, rhythmic, and harmonic ideas for improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

Grade Advanced
MU:Cr1.1. III
Generate melodic, rhythmic, and harmonic ideas for a collection of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies.

Music Harmonizing Instruments/Creating
#MU:Cr2.1.H
Process Component: MHI-Plan and Make - Select and develop musical ideas for defined purposes and contexts.
Anchor Standard: Organize and develop artistic ideas and work.
Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.
Essential Question: How do musicians make creative decisions?

Grade Novice
MU:Cr2.1.H. Novice
a. Select, develop, and use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

Grade Intermediate
MU:Cr2.1.H. Intermediate
Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.

Grade Proficient
MU:Cr2.1.H. I
Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).
Grade Advanced
MU:Cr2.1.H. III
Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies.

Music Harmonizing Instruments/Creating
#MU:Cr3.1.H
Process Component: MHI-Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
Anchor Standard: Refine and complete artistic work.
Enduring Understanding: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
Essential Question: How do musicians improve the quality of their creative work?

Grade Novice
MU:Cr3.1.H. Novice
Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.
Grade Intermediate
MU:Cr3.1.H. Intermediate
Apply teacher-provided criteria to critique, improve, and refine drafts of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.
Grade Proficient
MU:Cr3.1.H. I
Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
Grade Advanced
MU:Cr3.1.H. III
Research, identify, explain, and apply personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

Music Harmonizing Instruments/Creating
#MU:Cr3.2.H
Process Component: MHI-Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
Anchor Standard: Refine and complete artistic work.
Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication.
Essential Question: When is creative work ready to share?

Grade Novice
MU:Cr3.2.H. Novice

a. Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.

Grade Intermediate

MU:Cr3.2.H. Intermediate

a. Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

Grade Proficient

MU:Cr3.2.H. I

a.Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

Grade Advanced

MU:Cr3.2.H. III

a.Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire for programs of music that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).

Music Harmonizing Instruments/Performing

#MU:Pr4.1.H

Process Component: MHI-Select- Select varied musical works to present based on interest, knowledge, technical skill, and context.

Anchor Standard: Select, analyze and interpret artistic work for presentation.

Enduring Understanding: Performers' interest in and knowledge of musical work(s), understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Grade Novice

MU:Pr4.1.H. Novice

a.Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances.

Grade Intermediate

MU:Pr4.1.H. Intermediate

a. Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill (citing technical challenges that need to be addressed), as well as the context of the performances.

Grade Proficient

MU:Pr4.1.H. I

a.Explain the criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal

accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

Grade Advanced

MU:Pr4.1.H. III

a.Develop and apply criteria for selecting a varied repertoire for a program of music for individual and small group performances that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.

Music Harmonizing Instruments/Performing

#MU:Pr4.2.H

Process Component: GMS-Analyze - Analyze the structure and context of varied musical works and their implications for performance

Anchor Standard: Select, analyze and interpret artistic work for presentation.

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Grade Novice

MU:Pr4.2.H.7

a.Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.

b. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.

c.Identify how cultural and historical context inform performances and result in different music interpretations.

Grade Proficient

MU:Pr4.2.H.8

a.Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

b. When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.

c. Identity how cultural and historical context inform performances and result in different musical effects.

Music Harmonizing Instruments/Performing

#MU:Pr4.3.H

Process Component: MHI-Interpret - Develop personal interpretations that consider creators' intent.

Anchor Standard: Select, analyze and interpret work for presentation.

Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

Grade Novice

MU:Pr4.3.H. Novice

Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.

Grade Intermediate
MU:Pr4.3.H. Intermediate
Identify prominent melodic, harmonic, and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.
Grade Proficient
MU:Pr4.3.H. I
Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).
Grade Advanced
MU:Pr4.3.H. III
Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music selected for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.

Music Harmonizing Instruments/Performing
#MU:Pr5.1.H
Process Component: MHI-Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
Anchor Standard: Develop and refine artistic techniques and work for presentation.
Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
Essential Question: How do musicians improve the quality of their performance?

Grade Novice
MU:Pr5.1.H. Novice
a.Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and apply practice strategies to address performance challenges and refine the performances.
Grade Intermediate
MU:Pr5.1.H. Intermediate
a.Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and identify practice strategies to address performance challenges and refine the performances.
Grade Proficient
MU:Pr5.1.H. I
a. Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances.
Grade Advanced
MU:Pr5.1.H. III

a.Develop and apply criteria, including feedback from multiple sources, to critique varied programs of music repertoire (melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, and create rehearsal strategies to address performance challenges and refine the performances.

Music Harmonizing Instruments/Performing
#MU:Pr6.1.H
Process Component: MHI-Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
Anchor Standard: Convey meaning through the presentation of artistic work.
Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Grade Novice
MU:Pr6.1.H. Novice
a. Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.

Grade Intermediate
MU:Pr6.1.H. Intermediate
a. Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

Grade Proficient
MU:Pr6.1.H. I
a.Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

Grade Advanced
MU:Pr6.1.H. III
a.Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire for programs of music that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).

Music Harmonizing Instruments/Responding
#MU:Re7.1.H
Process Component: MHI-Select- Choose music appropriate for a specific purpose or context.
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
Essential Question: How do individuals choose music to experience?

Grade Novice

MU:Re7.1.H. Novice
a.Demonstrate and describe reasons for selecting music, based on characteristics found in the music and connections to interest, purpose, or personal experience.
Grade Intermediate
MU:Re7.1.H. Intermediate
a.Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.
Grade Proficient
MU:Re7.1.H. I
a.Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.
Grade Advanced
MU:Re7.1.H. III
a. Select, describe, and compare a variety of individual and small group musical programs from varied cultures, genres, and historical periods.

Music Harmonizing Instruments/Responding
#MU:Re7.2.H
Process Component: MHI-Analyze - Analyze how the structure and context of varied musical works inform the response.
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
Essential Question: How does understanding the structure and context of music inform a response?

Grade Novice
MU:Re7.2.H. Novice
a.Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the context (social or cultural) inform the response.
Grade Intermediate
MU:Re7.2.H. Intermediate
a.Describe how the way that the elements of music are manipulated and knowledge of the context (social and cultural) inform the response.
Grade Proficient
MU:Re7.2.H. I
a.Compare passages in musical selections and explain how the elements of music and context (social, cultural, or historical) inform the response.
Grade Advanced
MU:Re7.2.H. III
a.Demonstrate and justify how the structural characteristics function within a variety of musical selections, and distinguish how context (social, cultural, and historical) and creative decisions inform the response.

Music Harmonizing Instruments/Responding
#MU:Re8.1.H
Process Component: MHI-Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.
Anchor Standard: Interpret intent and meaning in artistic work.
Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

Grade Novice

MU:Re8.1.H. Novice

a.Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when appropriate) the setting of the text.

Grade Intermediate

MU:Re8.1.H. Intermediate

a.Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and (when appropriate) the setting of the text.

Grade Proficient

MU:Re8.1.H. I

a. Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources.

Grade Advanced

MU:Re8.1.H. III

a.Establish and justify interpretations of the expressive intent and meaning of musical selections by comparing and synthesizing varied researched sources, including reference to examples from other art forms.

Music Harmonizing Instruments/Responding

#MU:Re9.1.H

Process Component: MHI-Evaluate - Support their personal evaluations of musical work(s) and performance(s) based on analysis, interpretation, and established criteria.

Anchor Standard: Apply criteria to evaluate artistic work.

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Grade Novice

MU:Re9.1.H. Novice

a.Identify and describe how interest, experiences, and contexts (personal or social) effect the evaluation of music.

Grade Intermediate

MU:Re9.1.H. Intermediate

a.Explain the influence of experiences and contexts (personal, social, or cultural) on interest in and the evaluation of a varied repertoire of music.

Grade Proficient

MU:Re9.1.H. I

a. Develop and apply teacher-provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening.

Grade Advanced

MU:Re9.1.H. III

a.Develop and justify evaluations of a variety of individual and small group musical selections for listening based on personally-developed and established criteria, personal decision making, and knowledge and understanding of context.

Music Harmonizing Instruments/Connecting
#MU:Cn10.0.H
Process Component: MHI-Connect #10- Synthesize and relate knowledge and personal experiences to make music.
Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Grade Novice
MU:Cn10.0.H. Novice
Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.
Grade Intermediate
MU:Cn10.0.H. Intermediate
Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.
Grade Proficient
MU:Cn10.0.H. I
Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.
Grade Advanced
MU:Cn10.0.H. III
Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Music Harmonizing Instruments/Connecting
#MU:Cn11.0.H
Process Component: MHI-Connect #11- Relate musical ideas and works to varied contexts and daily life to deepen understanding.
Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Grade Novice
MU:Cn11.0.H. Novice
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.
Grade Intermediate
MU:Cn11.0.H. Intermediate
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.
Grade Proficient
MU:Cn11.0.H. I
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.
Grade Advanced

MU:Cn11.0.H. III
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

Idaho Fine Arts Standards – Music Technology

Music Technology/Creating
#MU:Cr1.1.T
Process Component: MTS-Imagine - Generate musical ideas for various purposes and contexts.
Anchor Standard: Generate and conceptualize artistic ideas and works.
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
Essential Question: How do musicians generate creative ideas?

Grade Hs proficient
MU:Cr1.1.T.HSI
Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.
Grade Hs accomplished
MU:Cr1.1.T.HSII
Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations using digital tools and resources.
Grade Hs advanced
MU:Cr1.1.T.HSIII
Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations that incorporate digital tools, resources, and systems.

Music Technology/Creating
#MU:Cr2.1.T
Process Component: MTS-Plan and Make - Select and develop musical ideas for defined purposes and contexts.
Anchor Standard: Organize and develop artistic ideas and work.
Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.
Essential Question: How do musicians make creative decisions?

Grade Hs proficient
MU:Cr2.1.T.HSI
Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.
Grade Hs accomplished
MU:Cr2.1.T.HSII
Select melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and analog tools.
Grade Hs advanced
MU:Cr2.1.T.HSIII

Select, develop, and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and analog tools, resources, and systems.

Music Technology/Creating
#MU:Cr3.1.T
Process Component: MTS-Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
Anchor Standard: Refine and complete artistic work.
Enduring Understanding: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
Essential Question: How do musicians improve the quality of their creative work?

Grade Hs proficient
MU:Cr3.1.T.HSI
Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.

Grade Hs accomplished
MU:Cr3.1.T.HSII
Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.

Grade Hs advanced
MU:Cr3.1.T.HSIII
Develop and implement varied strategies and apply appropriate criteria to improve and refine the technical and expressive aspects of draft compositions and improvisations.

Music Technology/Creating
#MU:Cr3.2.T
Process Component: MTS-Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
Anchor Standard: Refine and complete artistic work.
Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication.
Essential Question: When is creative work ready to share?

Grade Hs proficient
MU:Cr3.2.T.HSI
Share compositions or improvisations that demonstrate a proficient level of musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.

Grade Hs accomplished
MU:Cr3.2.T.HSII
Share compositions and improvisations that demonstrate an accomplished level of musical and technological craftsmanship as well as the use of digital and analog tools and resources in developing and organizing musical ideas.

Grade Hs advanced
MU:Cr3.2.T.HSIII
Share a portfolio of musical creations representing varied styles and genres that demonstrates an advanced level of musical and technological craftsmanship as well as the use of digital and analog tools, resources and systems in developing and organizing musical ideas.

Music Technology/Performing
#MU:Pr4.1.T
Process Component: MTS-Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.
Anchor Standard: Select, analyze and interpret artistic work for presentation.
Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.
Essential Question: How do performers select repertoire?

Grade Hs proficient
MU:Pr4.1.T.HSI
Develop and explain the criteria used for selecting a varied repertoire of music based on interest, music reading skills, and an understanding of the performer's technical and technological skill.

Grade Hs accomplished
MU:Pr4.1.T.HSII
Develop and apply criteria to select a varied repertoire to study and perform based on interest; an understanding of theoretical and structural characteristics of the music; and the performer's technical skill using digital tools and resources.

Grade Hs advanced
MU:Pr4.1.T.HSIII
Develop and apply criteria to select varied programs to study and perform based on interest, an understanding of the theoretical and structural characteristics, as well as expressive challenges in the music, and the performer's technical skill using digital tools, resources, and systems.

Music Technology/Performing
#MU:Pr4.2.T
Process Component: MTS-Analyze - Analyze the structure and context of varied musical works and their implications for performance.
Anchor Standard: Select, analyze and interpret artistic work for presentation.
Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Grade Hs proficient
MU:Pr4.2.T.HSI
Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.

Grade Hs accomplished
MU:Pr4.2.T.HSII
Describe and demonstrate how context, theoretical and structural aspects of the music and digital media/tools inform and influence prepared and improvised performances.

Grade Hs advanced
MU:Pr4.2.T.HSIII
Examine, evaluate and critique how context, theoretical and structural aspects of the music and digital media/tools inform and influence prepared and improvised performances.

Music Technology/Performing

#MU:Pr4.3.T
Process Component: MTS-Interpret - Develop personal interpretations that consider creators' intent.
Anchor Standard: Select, analyze and interpret artistic work for presentation.
Enduring Understanding: Performers make interpretive decisions based on their understanding of context and intent.
Essential Question: How do performers interpret musical works?

Grade Hs proficient
MU:Pr4.3.T.HSI
Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.

Grade Hs accomplished
MU:Pr4.3.T.HSII
Demonstrate how understanding the style, genre, context, and use of digital tools and resources in a varied repertoire of music influences prepared or improvised performances and performers' ability to connect with audiences.

Grade Hs advanced
MU:Pr4.3.T.HSIII
Demonstrate how understanding the style, genre, context, and integration of digital technologies in a varied repertoire of music informs and influences prepared and improvised performances and their ability to connect with audiences.

Music Technology/Performing
#MU:Pr5.1.T
Process Component: MTS-Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
Anchor Standard: Develop and refine artistic techniques and work for presentation.
Enduring Understanding: Musicians' creative choices are influenced by their context, expressive intent, and established criteria.
Essential Question: How do musicians make creative decisions?

Grade Hs proficient
MU:Pr5.1.T.HSI
Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.

Grade Hs accomplished
MU:Pr5.1.T.HSII
Develop and implement rehearsal strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.

Grade Hs advanced
MU:Pr5.1.T.HSIII
Apply appropriate criteria as well as feedback from multiple sources and develop and implement varied strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in varied programs of music.

Music Technology/Performing
#MU:Pr6.1.T
Process Component: MTS-Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
Anchor Standard: Convey meaning through the presentation of artistic work.

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Grade Hs proficient
MU:Pr6.1.T.HSI
a.Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

b.Demonstrate an understanding of the context of music through prepared and improvised performances.
Grade Hs accomplished
MU:Pr6.1.T.HSII
a.Using digital tools and resources, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

b. Demonstrate an understanding of the expressive intent when connecting with an audience through prepared and improvised performances.
Grade Hs advanced
MU:Pr6.1.T.HSIII
a.Integrating digital and analog tools and resources, demonstrate an understanding and attention to technical accuracy and expressive qualities of the music in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, genres, and historical periods.

b.Demonstrate an ability to connect with audience members before, and engaging with and responding to them during prepared and improvised performances.

Music Technology/Responding
#MU:Re7.2.T
Process Component: MTS – Analyze - Analyze how the structure and context of varied musical works inform the response.
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
Essential Question: How does understanding the structure and context of music inform a response?

Grade Hs proficient
MU:Re7.2.T.HSI
Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.
Grade Hs accomplished
MU:Re7.2.T.HSII
Explain how an analysis of the structure, context, and technological aspects of the music informs the response.
Grade Hs advanced
MU:Re7.2.T.HSIII

Demonstrate and justify how an analysis of the structural characteristics, context, and technological and creative decisions, informs interest in and response to the music.

Music Technology/Responding

#MU:Re7.I.T

Process Component: MTS – Select - Choose music appropriate for a specific purpose or context.

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

Grade Hs proficient

MU:Re7.I.T.HSI

Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.

Grade Hs accomplished

MU:Re7.I.T.HSII

Select and critique contrasting musical works, defending opinions based on manipulations of the elements of music, digital and electronic aspects, and the purpose and context of the works.

Grade Hs advanced

MU:Re7.I.T.HSIII

Select, describe and compare a variety of musical selections based on characteristics and knowledge of the music, understanding of digital and electronic aspects, and the purpose and context of the works.

Music Technology/Responding

#MU:Re8.1.T

Process Component: MTS – Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.

Anchor Standard: Interpret intent and meaning in artistic work.

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern musical creators' and performers' expressive intent?

Grade Hs proficient

MU:Re8.1.T.HSI

Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.

Grade Hs accomplished

MU:Re8.1.T.HSII

Connect the influence of the treatment of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works.

Grade Hs advanced

MU:Re8.1.T.HSIII

Examine, cite research and multiple sources to connect the influence of the treatment of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works.

Music Technology/Responding

#MU:Re9.1.T

Process Component: MTS – Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

Anchor Standard: Apply criteria to evaluate artistic work.
Enduring Understanding: The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.
Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Grade Hs proficient
MU:Re9.1.T.HSI
Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.
Grade Hs accomplished
MU:Re9.1.T.HSII
Apply criteria to evaluate music based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities.
Grade Hs advanced
MU:Re9.1.T.HSIII
Develop and justify the evaluation of a variety of music based on established and personally-developed criteria, digital, electronic and analog features, and understanding of purpose and context.

Music Technology/Connecting
#MU:Cn10.0.T
Process Component: MTS – Connect #10 - Synthesize and relate knowledge and personal experiences to make music.
Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating performing and responding.

Essential Question: How do musicians make meaningful connections to creating, performing and responding?
Grade Hs proficient
MU:Cn10.0.T.HSI
Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.
Grade Hs accomplished
MU:Cn10.0.T.HSII
Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.
Grade Hs advanced
MU:Cn10.0.T.HSIII
Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Music Technology/Connecting
#MU:Cn11.0.T
Process Component: MTS - Connect #11- Relate musical ideas and works to varied contexts and daily life to deepen understanding.
Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Grade Hs proficient
MU:Cn11.0.T.HSI
Demonstrate *understanding* of relationships between music and the other arts, other disciplines, varied contexts and daily life.
Grade Hs accomplished
MU:Cn11.0.T.HSII
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.
Grade Hs advanced
MU:Cn11.0.T.HSIII
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

Idaho Fine Arts Standards
Music Theory/Composition

Music Theory Composition/Creating
#MU:Cr1.1.C
Process Component: MTC - Imagine - Generate musical ideas for various purposes and contexts.
Anchor Standard: Generate and conceptualize artistic ideas and work.
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
Essential Question: How do musicians generate creative ideas?

Grade Hs proficient
MU:Cr1.1.C.HSI
Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.
Grade Hs accomplished
MU:Cr1.1.C.HSII
Describe and demonstrate how sounds and musical ideas can be used to represent sonic events, memories, visual images, concepts, texts, or storylines.
Grade Hs advanced
MU:Cr1.1.C.HSIII
Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended sonic experiences or abstract ideas.

Music Theory Composition/Creating
#MU:Cr2.1.C
Process Component: MTC - Plan and Make - Select and develop musical ideas for defined purposes and contexts.
Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.
Essential Question: How do musicians make creative decisions?

Grade Hs proficient
MU:Cr2.1.C.HSI
a. Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.

b. Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (such as one-part, cyclical, or binary).
Grade Hs accomplished
MU:Cr2.1.C.HSII
a. Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected sonic events, memories, images, concepts, texts, or storylines.

b. Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (such as binary, rondo, or ternary).
Grade Hs advanced
MU:Cr2.1.C.HSIII
a. Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended sonic experiences or abstract ideas.

b. Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms.

Music Theory Composition/Creating
#MU:Cr3.1.C
Process Component: MTC - Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
Anchor Standard: Refine and complete artistic work.
Enduring Understanding: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
Essential Question: How do musicians improve the quality of their creative work?

Grade Hs proficient
MU:Cr3.1.C.HSI
Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
Grade Hs accomplished
MU:Cr3.1.C.HSII
Identify, describe, and apply selected teacher-provided or personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
Grade Hs advanced
MU:Cr3.1.C.HSIII
Research, identify, explain, and apply personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

Music Theory Composition/Creating

#MU:Cr3.2.C
Process Component: MTC - Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
Anchor Standard: Refine and complete artistic work.
Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication.
Essential Question: When is creative work ready to share?

Grade Hs proficient
MU:Cr3.2.C.HSI
Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.
Grade Hs accomplished
MU:Cr3.2.C.HSII
Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent.
Grade Hs advanced
MU:Cr3.2.C.HSIII
Share music through the use of notation, solo or group performance, or technology, and demonstrate and explain how the elements of music, compositional techniques and processes have been employed to realize expressive intent.

Music Theory Composition/Performing
#MU:Pr4.1.C
Process Component: MTC - Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.
Anchor Standard: Select, analyze and interpret artistic work for presentation.
Enduring Understanding: Performers' interest in and knowledge of musical work(s), understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
Essential Question: How do performers select repertoire?

Grade Hs proficient
MU:Pr4.1.C.HSI
Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary).
Grade Hs accomplished
MU:Pr4.1.C.HSII
Identify and select specific passages, sections, or movements in musical works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple forms (such as binary, ternary, rondo) or moderately complex forms.
Grade Hs advanced
MU:Pr4.1.C.HSIII
Identify and select specific sections, movements, or entire works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in moderately complex or complex forms.

Music Theory Composition/Performing
#MU:Pr4.2

Process Component: MTC - Analyze - Analyze the structure and context of varied musical works and their implications for performance.
Anchor Standard: Select, analyze and interpret artistic work for presentation.
Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
Essential Question: How does understanding the structure and context of musical works inform performance?

Grade Hs proficient
MU:Pr4.2.HSI
Analyze how the elements of music (including form) of selected works relate to style and mood, and explain the implications for rehearsal or performance.
Grade Hs accomplished
MU:Pr4.2.HSII
Analyze how the elements of music (including form) of selected works relate to the style, function, and context, and explain the implications for rehearsal and performance.
Grade Hs advanced
MU:Pr4.2.HSIII
Analyze how the elements of music (including form), and compositional techniques of selected works relate to the style, function, and context, and explain and support the analysis and its implications for rehearsal and performance.

Music Theory Composition/Performing
#MU:Pr5.1.C
Process Component: MTC - Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
Anchor Standard: Develop and refine artistic techniques and work for presentation.
Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
Essential Question: How do musicians improve the quality of their performance?

Grade Hs proficient
MU:Pr5.1.C.HSI
a. Create rehearsal plans for works, identifying repetition and variation within the form.

b. Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style, and mood.

c. Identify and implement strategies for improving the technical and expressive aspects of multiple works.
Grade Hs accomplished
MU:Pr5.1.C.HSII
a. Create rehearsal plans for works, identifying the form, repetition and variation within the form, and the style and historical or cultural context of the work.

b. Using established criteria and feedback, identify the ways in which performances convey the formal design, style, and historical/cultural context of the works.

c. Identify and implement strategies for improving the technical and expressive aspects of varied works.

Grade Hs advanced

MU:Pr5.1.C.HSIII

a. Create rehearsal plans for works, identifying the form, repetition and variation within the form, compositional techniques, and the style and historical or cultural context of the work.

b. Using established criteria and feedback, identify the ways in which performances use compositional techniques and convey the formal design, style, and historical/cultural context of the works.

c. Identify, compare, and implement strategies for improving the technical and expressive aspects of multiple contrasting works.

Music Theory Composition/Performing

#MU:Pr6.1.C

Process Component: MTC - Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

Anchor Standard: Convey meaning through the presentation of artistic work.

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Grade Hs proficient

MU:Pr6.1.C.HSI

a. Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.

b. Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.

Grade Hs accomplished

MU:Pr6.1.C.HSII

a. Share live or recorded performances of works (both personal and others'), and explain how the elements of music and compositional techniques are used to convey intent.

b. Explain how compositions are appropriate for both audience and context, and how this will shape future compositions.

Grade Hs advanced

MU:Pr6.1.C.HSIII

a. Share live or recorded performances of works (both personal and others'), and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed.

b. Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions.

Music Theory Composition/Responding

#MU:Re7.1.C

Process Component: MTC - Select - Choose music appropriate for a specific purpose or context.

Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
Essential Question: How do individuals choose music to experience?

Grade Hs proficient
MU:Re7.1.C.HSI
Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary), and describe the choices as models for composition.

Grade Hs accomplished
MU:Re7.1.C.HSII
Apply teacher-provided or personally-developed criteria to select music that expresses personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple or moderately complex forms, and describe and defend the choices as models for composition.

Grade Hs advanced
MU:Re7.1.C.HSIII
Apply researched or personally-developed criteria to select music that expresses personal experiences and interests, visual images, concepts, texts, or storylines in moderately complex or complex forms, and describe and justify the choice as models for composition.

Music Theory Composition/Responding
#MU:Re8.1.C
Process Component: MTC - Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.
Anchor Standard: Interpret intent and meaning in artistic work.
Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
Essential Question: How do we discern musical creators' and performers' expressive intent?

Grade Hs proficient
MU:Re8.1.C.HSI
Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.

Grade Hs accomplished
MU:Re8.1.C.HSII
Develop and support interpretations of varied works, demonstrating an understanding of the composers' intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.

Grade Hs advanced
MU:Re8.1.C.HSIII
Develop, justify and defend interpretations of varied works, demonstrating an understanding of the composers' intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.

Music Theory Composition/Responding
#MU:Re9.1.C
Process Component: MTC - Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

Anchor Standard: Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
Enduring Understanding: The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.
Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Grade Hs proficient
MU:Re9.1.C.HSI
Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.

Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.
Grade Hs accomplished
MU:Re9.1.C.HSII
Explain the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of music theory as well as compositional techniques and procedures.

Describe ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.
Grade Hs advanced
MU:Re9.1.C.HSIII
Evaluate the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of theoretical concepts and complex compositional techniques and procedures.

Describe and evaluate ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.

Music Theory Composition/Connecting
#MU:Cn10.0.C
Process Component: MTC - Connect #10 - Synthesize and relate knowledge and personal experiences to make music.
Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Grade Hs proficient
MU:Cn10.0.C.HSI
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Grade Hs accomplished
MU:Cn10.0.C.HSII
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Grade Hs advanced
MU:Cn10.0.C.HSIII

Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Music Theory Composition/Connecting
#MU:Cn11.0.C
Process Component: MTC - Connect #11- Relate musical ideas and works to varied contexts and daily life to deepen understanding.
Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Grade Hs proficient
MU:Cn11.0.C.HSI
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Grade Hs accomplished
MU:Cn11.0.C.HSII
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Grade Hs advanced
MU:Cn11.0.C.HSIII
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Idaho Fine Arts Standards
Traditional & Emerging Ensembles

Music Traditional And Emerging Ensembles/Creating
#MU:Cr1.1.E
Process Component: MTE - Imagine - Generate musical ideas for various purposes and contexts.
Anchor Standard: Generate and conceptualize artistic ideas and work.
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
Essential Question: How do musicians generate creative ideas?

Grade Hs novice
MU:Cr1.1.E.Hs novice
Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.
Grade Hs intermediate
MU:Cr1.1.E.Hs intermediate
Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

Grade Hs proficient
MU:Cr1.1.E.HSI
Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal.
Grade Hs accomplished
MU:Cr1.1.E.HSII
Compose and improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures studied in rehearsal.
Grade Hs advanced
MU:Cr1.1.E.HSIII
Compose and improvise musical ideas for a variety of purposes and contexts.

Music Traditional And Emerging Ensembles/Creating
#MU:Cr2.1.E
Process Component: MTE - Plan and Make - Select and develop musical ideas for defined purposes and contexts.
Anchor Standard: Organize and develop artistic ideas and work.
Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.
Essential Question: How do musicians make creative decisions?

Grade Hs novice
MU:Cr2.1.E.Hs novice
a. Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.

b. Preserve draft compositions and improvisations through standard notation and audio recording.
Grade Hs intermediate
MU:Cr2.1.E.Hs intermediate
a. Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
b. Preserve draft compositions and improvisations through standard notation and audio recording.
Grade Hs proficient
MU:Cr2.1.E.HSI
a. Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.
b. Preserve draft compositions and improvisations through standard notation and audio recording.
Grade Hs accomplished
MU:Cr2.1.E.HSII
a. Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.
b. Preserve draft compositions and improvisations through standard notation, audio, or video recording.

Grade Hs advanced
MU:Cr2.1.E.HSIII
a. Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.

b. Preserve draft musical works through standard notation, audio, or video recording.

Music Traditional And Emerging Ensembles/Creating
#MU:Cr3.1.E
Process Component: MTE – Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
Anchor Standard: Refine and complete artistic work.
Enduring Understanding: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
Essential Question: How do musicians improve the quality of their creative work?

Grade Hs novice
MU:Cr3.1.E.Hs novice
a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.
Grade Hs intermediate
MU:Cr3.1.E.Hs intermediate
a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria.
Grade Hs proficient
MU:Cr3.1.E.HSI
a. Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.
Grade Hs accomplished
MU:Cr3.1.E.HSII
a. Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes.
Grade Hs advanced
MU:Cr3.1.E.HSIII
a. Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.

Music Traditional And Emerging Ensembles/Creating
#MU:Cr3.2.E
Process Component: MTE – Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
Anchor Standard: Refine and complete artistic work.
Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication.
Essential Question: When is creative work ready to share?

Grade Hs novice
MU:Cr3.2.E.Hs novice

a. Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.

Grade Hs intermediate

MU:Cr3.2.E.Hs intermediate

a. Share personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.

Grade Hs proficient

MU:Cr3.2.E.HSI

a. Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.

Grade Hs accomplished

MU:Cr3.2.E.HSII

a. Share personally-developed arrangements, sections, and short compositions – individually or as an ensemble – that address identified purposes.

Grade Hs advanced

MU:Cr3.2.E.HSIII

a. Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts.

Music Traditional And Emerging Ensembles/Performing

#MU:Pr4.1.E

Process Component: MTE – Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.

Anchor Standard: Select, analyze and interpret artistic work for presentation.

Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Grade Hs novice

MU:Pr4.1.E.Hs novice

a. Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.

Grade Hs intermediate

MU:Pr4.1.E.Hs intermediate

a. Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.

Grade Hs proficient

MU:Pr4.1.E.HSI

a. Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.

Grade Hs accomplished

MU:Pr4.1.E.HSII

a. Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the

music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

Grade Hs advanced

MU:Pr4.1.E.HSIII

a. Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

Music Traditional And Emerging Ensembles/Performing

#MU:Pr4.2.E

Process Component: MTE – Analyze - Analyze the structure and context of varied musical works and their implications for performance.

Anchor Standard: Select, analyze and interpret artistic work for presentation.

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Grade Hs novice

MU:Pr4.2.E.Hs novice

a. Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

Grade Hs intermediate

MU:Pr4.2.E.Hs intermediate

a. Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.

Grade Hs proficient

MU:Pr4.2.E.HSI

a. Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

Grade Hs accomplished

MU:Pr4.2.E.HSII

a. Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.

Grade Hs advanced

MU:Pr4.2.E.HSIII

a. Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances.

Music Traditional And Emerging Ensembles/Performing

#MU:Pr4.3.E

Process Component: MTE – Interpret - Develop personal interpretations that consider creators' intent.

Anchor Standard: Select, analyze and interpret artistic work for presentation.

Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

Grade Hs novice
MU:Pr4.3.E.Hs novice
a. Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
Grade Hs intermediate
MU:Pr4.3.E.Hs intermediate
a. Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
Grade Hs proficient
MU:Pr4.3.E.HSI
a. Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
Grade Hs accomplished
MU:Pr4.3.E.HSII
a. Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.
Grade Hs advanced
MU:Pr4.3.E.HSIII
a. Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience.

Music Traditional And Emerging Ensembles/Performing
#MU:Pr5.1.E
Process Component: MTE – Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
Anchor Standard: Develop and refine artistic techniques and work for presentation.
Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
Essential Question: How do musicians improve the quality of their performance?

Grade Hs novice
MU:Pr5.1.E.Hs novice
a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.
Grade Hs intermediate
MU:Pr5.1.E.Hs intermediate
a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria.
Grade Hs proficient
MU:Pr5.1.E.HSI
a. Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.
Grade Hs accomplished
MU:Pr5.1.E.HSII

a. Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes.

Grade Hs advanced

MU:Pr5.1.E.HSIII

a. Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.

Music Traditional And Emerging Ensembles/Performing

#MU:Pr6.1.E

Process Component: MTE – Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

Anchor Standard: Convey meaning through the presentation of artistic work.

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

Essential Question: When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?

Grade Hs novice

MU:Pr6.1.E.Hs novice

a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

b. Demonstrate an awareness of the context of the music through prepared and improvised performances.

Grade Hs intermediate

MU:Pr6.1.E.Hs intermediate

a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.

b. Demonstrate an understanding of the context of the music through prepared and improvised performances.

Grade Hs proficient

MU:Pr6.1.E.HSI

a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

b. Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

Grade Hs accomplished

MU:Pr6.1.E.HSII

a. Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.

b. Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.

Grade Hs advanced

MU:Pr6.1.E.HSIII

a. Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a

varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
b. Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances.

Music Traditional And Emerging Ensembles/Responding
#MU:Re7.1.E
Process Component: MTE – Select - Choose music appropriate for a specific purpose or context.
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
Essential Question: How do individuals choose music to experience?

Grade Hs novice
MU:Re7.1.E.Hs novice
Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
Grade Hs intermediate
MU:Re7.1.E.Hs intermediate
Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.
Grade Hs proficient
MU:Re7.1.E.HSI
Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.
Grade Hs accomplished
MU:Re7.1.E.HSII
Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
Grade Hs advanced
MU:Re7.1.E.HSIII
Use research and personally-developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context.

Music Traditional And Emerging Ensembles/Responding
#MU:Re7.2.E
Process Component: MTE – Analyze - Analyze how the structure and context of varied musical works inform the response.
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.
Essential Question: How does understanding the structure and context of the music influence a response?

Grade Hs novice
MU:Re7.2.E.Hs novice
Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.
Grade Hs intermediate

MU:Re7.2.E.Hs intermediate
Describe how understanding context and the way the elements of music are manipulated inform the response to music.
Grade Hs proficient
MU:Re7.2.E.HSI
Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.
Grade Hs accomplished
MU:Re7.2.E.HSII
Explain how the analysis of structures and contexts inform the response to music.
Grade Hs advanced
MU:Re7.2.E.HSIII
Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.

Music Traditional And Emerging Ensembles/Responding
#MU:Re8.1.E
Process Component: MTE – Interpret - Support an interpretation of musical works that reflect creators'/performers' expressive intent.
Anchor Standard: Interpret intent and meaning in artistic work.
Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
Essential Question: How do we discern the musical creators' and performers' expressive intent?

Grade Hs novice
MU:Re8.1.E.Hs novice
Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.
Grade Hs intermediate
MU:Re8.1.E.Hs intermediate
Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.
Grade Hs proficient
MU:Re8.1.E.HSI
Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.
Grade Hs accomplished
MU:Re8.1.E.HSII
Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources.
Grade Hs advanced
MU:Re8.1.E.HSIII
Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.

Music Traditional And Emerging Ensembles/Responding

#MU:Re9.1.E
Process Component: MTE – Evaluate - Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.
Anchor Standard: Apply criteria to evaluate artistic work.
Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Grade Hs novice
MU:Re9.1.E.Hs novice
Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.
Grade Hs intermediate
MU:Re9.1.E.Hs intermediate
Explain the influence of experiences, analysis, and context on interest in and evaluation of music.
Grade Hs proficient
MU:Re9.1.E.HSI
Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context.
Grade Hs accomplished
MU:Re9.1.E.HSII
Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure and context.
Grade Hs advanced
MU:Re9.1.E.HSIII
Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.

Music Traditional And Emerging Ensembles/Connecting
#MU:Cn10.0.E
Process Component: MTC - Connect #10 - Synthesize and relate knowledge and personal experiences to make music.
Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Grade Hs proficient
MU:Cn10.0.E.HSI
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Grade Hs accomplished
MU:Cn10.0.E.HSII
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Grade Hs advanced
MU:Cn10.0.E.HSIII

Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Music Traditional And Emerging Ensembles/Connecting
#MU:Cn11.0.E
Process Component: MTE – Connect #11 - Relate musical ideas and works to varied contexts and daily life to deepen understanding.
Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
Essential Question: How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Grade Hs novice
MU:Cn11.0.E.Hs novice
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Grade Hs intermediate
MU:Cn11.0.E.Hs intermediate
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Grade Hs proficient
MU:Cn11.0.E.HSI
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Grade Hs accomplished
MU:Cn11.0.E.HSII
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Grade Hs advanced
MU:Cn11.0.E.HSIII
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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Kate Hunter	West Ada	hunter.kathleen@westada.org	Administrator World Lang	3
Helga Frankenstein	Boise District	helga.frankenstein@boiseschools.org	Administrator World Lang	3
Georgina Goodlander	Idaho Falls Arts Council	ggoodlander@idahofallsarts.org	Administrator Media Arts	5
Marita Diffenbaugh	Boise Schools	Marita.diffenbaugh@boiseschools.org	Administrator Media Arts	
Peggy Wenner	SDE	pjwenner@sde.idaho.gov	Idaho State Dept Education	3
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Dr. Greg Turner Rahman	U of I	gtrahman@uidaho.edu	University Media Arts	2

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Vanessa Ballam	ISU	ballvane@isu.edu	University Theatre	5
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Lisa Nelson	Troy	lnelson@troysd287.org	Interdisciplinary Humanities
Peggy Fiske	Lapwai schools		
Kate Hunter	West Ada	Historical/Cultural/Interdisciplinary Connections	CONNECTING
Tracy Harrison	West Ada	Performance	CREATING/PRODUCING
Camille Johnson	Twin Falls	Critical Thinking/Interdisciplinary Connections	RESPONDING/PRESENTING
Helga Frankenstein	Boise	Critical Thinking/Interdisciplinary Connections	RESPONDING
Julie Burke	Lewiston	Performance	CREATING/PERFORMING
Peggy Fiske	Moscow	Visual Art	second meeting only

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Arts and Humanities

World Language

Approved by the Idaho State Board of Education, ~~April 17, 2009~~ August 13, 2015

Rules Governing Thoroughness (08.02.03.004)

IDAHO CONTENT STANDARDS

~~IDAHO CONTENT STANDARDS~~
~~GRADE 7-12~~
~~HUMANITIES: WORLD LANGUAGES - LEVEL 1~~

~~Standard 1: Acquisition and use of language.~~

~~Students comprehend and communicate in the target language through listening, reading, writing, and speaking.~~

~~Level 1 students use the four skills of language acquisition (listening, speaking, reading, and writing) with respect to very basic vocabulary. Students comprehend the language in context when spoken slowly and clearly by teachers or teaching resources. Students read short, modified texts and differentiate symbols, words, questions, and statements. Students write in short simple sentences. Students speak in rehearsed responses to rehearsed questions. The output of a level one student is comprehensible to a sympathetic world languages teacher.~~

~~Goal 1.1: Listening~~

~~Objective(s): Upon completion of Level 1, the student will be able to:~~

~~7-12.WL1.1.1.1 Comprehend basic vocabulary in isolation and in context.~~
~~7-12.WL1.1.1.2 Capture essential information from everyday conversations and short passages (e.g., cognates, context clues).~~
~~7-12.WL1.1.1.3 Recognize basic sentence types (e.g., questions, sentences, commands, negative and positive).~~
~~7-12.WL1.1.1.4 Comprehend question words (e.g., who, what, when, where, how).~~
~~7-12.WL1.1.1.5 Recognize number and gender signals.~~
~~7-12.WL1.1.1.6 Distinguish between formal and informal address.~~

~~Goal 1.2: Speaking~~

~~Objective(s): Upon completion of Level 1, the student will be able to:~~

~~7-12.WL1.1.2.1 Use basic vocabulary to respond to familiar prompts.~~
~~7-12.WL1.1.2.2 Express preferences, desires, opinions, and feelings.~~
~~7-12.WL1.1.2.3 Use appropriate level of politeness in simulated social exchanges.~~

~~Goal 1.3: Reading~~

~~Objective(s): Upon completion of Level 1, the student will be able to:~~

~~7-12.WL1.1.3.1 Decode written text, diacritical marks, and symbolic systems.~~
~~7-12.WL1.1.3.2 Recognize written forms of basic vocabulary.~~
~~7-12.WL1.1.3.3 Associate the written text with spoken forms.~~
~~7-12.WL1.1.3.4 Recognize cognates and borrowed words.~~

~~Goal 1.4: Writing~~

~~Objective(s): Upon completion of Level 1, the student will be able to:~~

~~7-12.WL1.1.4.1 Write basic vocabulary and short sentences (e.g., from dictation, picture cues, cloze activities, word banks).~~
~~7-12.WL1.1.4.2 Write a logical response to a familiar question or comment.~~
~~7-12.WL1.1.4.3 Rewrite sentences, using substitutions.~~
~~7-12.WL1.1.4.4 Construct simple sentences using familiar vocabulary and phrases.~~

~~Standard 2: Critical Thinking~~

~~Students understand the purposes and functions of world languages. They build literacy and develop critical thinking through analysis and interpretation.~~

~~Level 1 students identify some parts of speech found in basic sentence grammar in the target language. Students demonstrate connections between the target language and English (cognates), determine whether sentences are positive or negative, and begin to use verb patterns (e.g., a specific tense when appropriate). Students use a short, comprehensible sentence structure, although it may not be completely accurate.~~

~~Goal 2.1: Analysis of Language Elements and Products~~

~~Objective(s): Upon completion of Level 1, the student will be able to:~~
~~7-12.WL1.2.1.1 Manipulate components of simple statements, questions, and commands (e.g., parts of speech, punctuation, and word order).~~
~~7-12.WL1.2.1.2 Derive meaning from word order.~~
~~7-12.WL1.2.1.3 Recognize appropriate verb patterns in context or tense.~~
~~7-12.WL1.2.1.4 Compare linguistic elements among languages.~~
~~7-12.WL1.2.1.5 Recognize systematic changes in word families.~~

~~Goal 2.2: Modification and Manipulation of Language Elements and Products~~

~~Objective(s): Upon completion of Level 1, the student will be able to:~~
~~7-12.WL1.2.2.1 Use systematic changes within word families to expand vocabulary.~~
~~7-12.WL1.2.2.2 Use acquired verbs appropriately to convey meaning.~~
~~7-12.WL1.2.2.3 Modify sentences to express positive and negative aspects.~~
~~7-12.WL1.2.2.4 Organize components of statements, questions, and commands to convey meaning individually and collaboratively.~~

~~Standard 3: History, Geography, and Culture~~

~~Students demonstrate an understanding of how people and cultures are connected across time in the geographical areas represented by the target languages. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.~~

~~Level 1 students find the areas of the world where the target language is spoken, name those lands and states in which the language is spoken, recall some historical facts about those places, and compare daily activities in their own Idaho culture with those in the target cultures. Students demonstrate awareness of customs of politeness (such as forms of address) in the target culture.~~

~~Goal 3.1: Historical Context~~

~~Objective(s): Upon completion of Level 1, the student will be able to:~~

~~7-12.WL1.3.1.1 Recognize major historical and cultural figures and events from the target culture.~~

~~7-12.WL1.3.1.2 Identify historical connections between English and the target language (e.g., cognates, language origins).~~

~~Goal 3.2: Geographical Context~~

~~Objective(s): Upon completion of Level 1, the student will be able to:~~

~~7-12.WL1.3.2.1 Locate the areas in the world where the target language is spoken.~~

~~7-12.WL1.3.2.2 Describe the geographical features of major areas where the target language is spoken.~~

~~Goal 3.3: Cultural Context~~

~~Objective(s): Upon completion of Level 1, the student will be able to:~~

~~7-12.WL1.3.3.1 Compare and contrast the everyday life and social observances of the target culture with U.S. culture.~~

~~7-12.WL1.3.3.2 Recognize nonverbal cues and body language typically used in the target language.~~

~~7-12.WL1.3.3.3 Use appropriate cultural responses in diverse exchanges (e.g. forms of address, levels of familiarity.~~

~~IDAHO CONTENT STANDARDS~~
~~GRADE 7-12~~
~~HUMANITIES: WORLD LANGUAGES – LEVEL 2~~

~~The student is expected to know content and apply skills from Level 1.~~

~~Standard 1: Acquisition and use of language.~~

~~Students comprehend and communicate in the target language through listening, reading, writing, and speaking.~~

~~Level 2 students use the four language acquisition skills with an expanded, but still basic, vocabulary. Students comprehend aural input in longer and more complex pieces (up to several minutes of input at a time). Students follow classroom directions given in the target language. Students read longer (100 to 250 word) passages, which contain both familiar and unfamiliar vocabulary, and use a variety of strategies to decipher the unfamiliar pieces. Students write paragraph length texts about a variety of familiar topics, in a variety of settings (place and time). Students engage in more extended conversation about rehearsed topics with the teacher and respond to unrehearsed but familiar questions with appropriate language. Students present rehearsed information orally. All student output in the second year should be comprehensible to a sympathetic native speaker and/or teacher of the language.~~

~~Goal 1.1: Listening~~

~~Objective(s): Upon completion of Level 2, the student will be able to:~~

~~7-12.WL2.1.1.1 Comprehend expanding vocabulary in isolation and in context.~~
~~7-12.WL2.1.1.2 Follow general classroom instruction in the target language.~~
~~7-12.WL2.1.1.3 Distinguish if an action described is taking place in the past, present, or future.~~
~~7-12.WL2.1.1.4 Comprehend speech in a variety of forms (e.g., regional accents, teacher talking in varying rates of delivery).~~

~~Goal 1.2: Speaking~~

~~Objective(s): Upon completion of Level 2, the student will be able to:~~
~~7-12.WL2.1.2.1 Engage in an extended conversation about rehearsed topics.~~
~~7-12.WL2.1.2.2 Retell stories and present information (e.g., from texts, visual clues, Internet sources).~~
~~7-12.WL2.1.2.3 Read texts aloud.~~
~~7-12.WL2.1.2.4 Respond to familiar, unrehearsed questions and situations using appropriate target language.~~

~~Goal 1.3: Reading~~

~~Objective(s): Upon completion of Level 2, the student will be able to:~~
~~7-12.WL2.1.3.1 Read and comprehend short passages consisting of familiar vocabulary.~~
~~7-12.WL2.1.3.2 Read and comprehend short passages that contain some unfamiliar vocabulary.~~
~~7-12.WL2.1.3.3 Scan authentic sources to gain specific information through visual clues and cognates.~~
~~7-12.WL2.1.3.4 Read more complex, annotated passages with supplied vocabulary.~~

~~Goal 1.4: Writing~~

~~Objective(s): Upon completion of Level 2, the student will be able to:~~
~~7-12.WL2.1.4.1 Write in a variety of forms and tenses, using acquired vocabulary to focus on time, events, and settings.~~
~~7-12.WL2.1.4.2 Create paragraph-length writings about familiar topics.~~

~~Standard 2: Critical Thinking~~

~~Students understand the purposes and functions of world languages. They build literacy and develop critical thinking through analysis and interpretation.~~

~~Level 2 students recognize and derive meaning from correctly used language elements and manipulate these elements to create texts with meaning. Students create output in speech and writing, which demonstrates improving use of grammar elements, verbal expression, and vocabulary. Students express preferences in several ways, ask a variety of questions, and express a variety of needs and wishes.~~

~~Goal 2.1: Analysis of Language Elements and Products~~

~~Objective(s): Upon completion of Level 2, the student will be able to:~~
~~7-12.WL2.2.1.1 Recognize appropriate verb patterns (e.g., tenses and intonations).~~

~~7-12.WL2.2.1.2 Recognize and derive meaning from correctly used language elements (e.g., nouns, pronouns, articles, adjectives, adverbs, prepositions).~~
~~7-12.WL2.2.1.3 Predict meaning of unfamiliar words based on context and word families.~~

~~Goal 2.2: Modification and Manipulation of Language Elements and Products~~

~~Objective(s): Upon completion of Level 2, the student will be able to:~~
~~7-12.WL2.2.2.1 Manipulate language structures to demonstrate comparative and superlative relationships.~~
~~7-12.WL2.2.2.2 Use language structures to express degrees of preference or differences (e.g., "I like hamburgers," "I prefer hamburgers to hotdogs").~~
~~7-12.WL2.2.2.3 Use language-specific structures to show roles of nouns, pronouns, adjectives, and adverbs in context (e.g., subject, possessive, object).~~

~~Standard 3~~: ~~History, Geography, and Culture~~

~~Students demonstrate an understanding of how people and cultures are connected across time in geographical areas represented by the target languages. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.~~

~~Level 2 students recall the basic geography and history of the target cultures, and furthermore have a deeper understanding of selected regions, persons, and events in the target culture. Students discuss some of the cultural features of the regions in the target language.~~

~~Goal 3.1: Historical Context~~

~~Objective(s): Upon completion of Level 2, the student will be able to:~~
~~7-12.WL2.3.1.1 Analyze the impact of selected historical figures and events on the target culture.~~

~~Goal 3.2: Geographical Context~~

~~Objective(s): Upon completion of Level 2, the student will be able to:~~
~~7-12.WL2.3.2.1 Examine geopolitical regions selected from the target culture (e.g., focus on a city, geographical entity).~~

~~Goal 3.3: Cultural Context~~

~~Objective(s): Upon completion of Level 2, the student will be able to:~~
~~7-12.WL2.3.3.1 Identify unique cultural aspects of regions in the target culture (e.g., food, holidays, customs, celebrations).~~

~~IDAHO CONTENT STANDARDS~~
~~GRADE 7-12~~
~~HUMANITIES: WORLD LANGUAGES – LEVELS 3-4~~

~~The student is expected to know content and apply skills from Levels 1–2.~~

~~Standard 1: Acquisition and use of language.~~

~~Students comprehend and communicate in the target language through listening, reading, writing, and speaking.~~

~~Level 3 and 4 students acquire a variety of more comprehensive vocabulary, varying according to the topics selected during a particular year. Students listen to and comprehend extended spoken lectures, discussions, and media presentations in the target language. Students conduct classroom events in the target language. Students read texts of varying lengths, including stories, Internet texts, short novels, and authentic texts such as advertisements and news articles. Students write about these various topics, using appropriate resources. Students write longer and more accurate pieces. Students participate in unrehearsed classroom conversations in the target language, present formal oral projects, and read aloud comprehensibly. Output from an advanced student should be comprehensible to sympathetic teachers, classmates, and native speakers.~~

~~Goal 1.1: Listening~~

~~Objective(s): Upon completion of Levels 3 – 4, the student will be able to:~~

~~7-12.WL3.1.1.1 Comprehend vocabulary related to class themes and literature.~~
~~7-12.WL3.1.1.2 Comprehend extended passages and peer conversations in the target language.~~
~~7-12.WL3.1.1.3 Gather key information from longer passages.~~
~~7-12.WL3.1.1.4 Interpret the intent or meaning of a spoken passage (tone, idioms, nuance, sarcasm, irony).~~
~~7-12.WL3.1.1.5 Comprehend authentic speech.~~

~~Goal 1.2: Speaking~~

~~Objective(s): Upon completion of Levels 3 – 4, the student will be able to:~~

~~7-12.WL3.1.2.1 Engage in an extended conversation about unrehearsed topics.~~
~~7-12.WL3.1.2.2 Use alternatives to express meaning (e.g., circumlocution, synonyms, antonyms).~~
~~7-12.WL3.1.2.3 Engage in a planned conversation on a thematic topic (e.g., role playing, panel discussion, discussion of a literary work).~~

~~Goal 1.3: Reading~~

~~Objective(s): Upon completion of Levels 3 – 4, the student will be able to:~~

~~7-12.WL3.1.3.1 Acquire new vocabulary through reading.~~
~~7-12.WL3.1.3.2 Identify the key elements or main idea of authentic information texts.~~
~~7-12.WL3.1.3.3 Summarize content of passages (e.g., poetry, song lyrics, folktales, fiction, graphic novels, and Internet text).~~
~~7-12.WL3.1.3.4 Read and comprehend extended narratives.~~

~~Goal 1.4: Writing~~

~~Objective(s): Upon completion of Levels 3 - 4, the student will be able to:~~

~~7-12.WL3.1.4.1 Write in a variety of forms about thematic subjects.~~
~~7-12.WL3.1.4.2 Incorporate all acquired tenses, structures, and vocabulary in original works.~~

~~Standard 2: Critical Thinking~~

~~Students understand the purposes and functions of world languages. They build literacy and develop critical thinking through analysis and interpretation.~~

~~Level 3 and 4 students interpret some nuances and the intent of the target language, such as humor, irony, and sarcasm, and begin to use these in their speech and writing. Students speak and write with increasingly correct and complex structures and vocabulary.~~

~~Goal 2.1: Analysis of Language Elements and Products~~

~~Objective(s): Upon completion of Levels 3 - 4, the student will be able to:~~

~~7-12.WL3.2.1.1 Infer meaning of an unfamiliar word based on its grammatical position and origins.~~
~~7-12.WL3.2.1.2 Recognize appropriate verb patterns (e.g., modes, tenses, and intonations).~~
~~7-12.WL3.2.1.3 Compare idiomatic and figurative expressions among languages.~~
~~7-12.WL3.2.1.4 Predict the meaning of a word based on its origin and usage in the sentence.~~

~~Goal 2.2: Modification and Manipulation of Language Elements and Products~~

~~Objective(s): Upon completion of Levels 3 - 4, the student will be able to:~~

~~7-12.WL3.2.2.1 Predict outcomes of and infer meaning from authentic written and oral sources (e.g., poetry, lyrics, literature, and Internet).~~
~~7-12.WL3.2.2.2 Use language to achieve complex social objectives (e.g., persuasion, apology, complaints, regrets).~~

~~Standard 3: History, Geography, and Culture~~

~~Students demonstrate an understanding of how people and cultures are connected across time in geographical areas represented by the target languages. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.~~

~~Students demonstrate an understanding of the historical, geographical, and cultural contexts of the target language.~~
~~Level 3 and 4 students examine geography, history, and culture in the context of class themes in the target language.~~

~~Goal 3.1: Historical Context~~

~~Objective(s): Upon completion of Levels 3 - 4, the student will be able to:~~

~~7-12.WL3.3.1.1 Examine selected historical figures and events in depth.~~
~~7-12.WL3.3.1.2 Investigate the historical context of selected examples of art, music, literature, and film from the target culture.~~

~~**Goal 3.2: Geographical Context**~~

~~7-12.WL3.3.2.1 Discuss geography in context of class themes.~~

~~**Goal 3.3: Cultural Context**~~

~~**Objective(s): Upon completion of Levels 3 - 4, the student will be able to:**~~
~~7-12.WL3.3.3.1 React to current events in the target language.~~
~~7-12.WL3.3.3.2 Use Internet resources in the target language to explore a variety of topics.~~
~~7-12.WL3.3.3.3 Demonstrate a willingness to be open and responsive to new and diverse perspectives.~~

Idaho Content Standards World Language

COMMUNICATION

Goal: Communicate effectively in multiple languages and utilize the target language to function in a variety of social/work related situations

Enduring Understanding: Communication and collaboration in more than one language is vital for success in an interconnected world.

Essential Question(s)?

- What is the purpose of language?
- What do humans do with language and to what end?
- How does an increasingly interconnected world impact language learning?

Standards and Objectives:

- Interpersonal communication Standard COMM 1: Interact with others in the target language and gain meaning from interactions in the target language.
  - Objective COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions

- Interpretive communication Standard COMM 2: Discover meaning from what is heard, read or viewed on a variety of topics in the target language
    - Objective COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Presentational communication Standard COMM 3: Utilize appropriate media to present an idea to an audience
    - Objective COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
    - Objective COMM 3.2: Adapt presentation to various audiences of listeners, readers, or viewers.

CULTURES

Goal: Interact with cultural competence and understanding in an interconnected world.

Enduring Understanding: The study of culture is deeply intertwined with the study of other languages. Developing an understanding and awareness of other cultures' perspectives is critical in the development of global competence.

- **Essential Question(s):**
- How do a variety of cultures impact our daily lives?
- Why is cultural sensitivity an important part of gaining global competence?
- What is their perspective?
- How does their perspective influence what people do/create?

Standards and Objectives:

- Relating cultural practices to perspective Standard CLTR 1: Investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied in the target language.
    - Objective CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
    - Objective CLTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.
    - Objective CLTR 1.3: Function appropriately in diverse contexts within the target culture.

- Relating cultural products to perspective Standard CLTR 2: Investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied in the target language.
    - Objective CLTR 2.1: Analyze the significance of a product (art, music, literature, etc…) in a target culture.
    - Objective CLTR 2.2: Describe the connections of products from the target culture with the practices and perspectives of the culture.
    - Objective CLTR 2.3: Justify the underlying beliefs or values of the target culture that resulted in the creation of the product.

CONNECTIONS

Goal: Acquire information and diverse perspectives in order to use the target language to connect to other disciplines and to function in academic and career related situations.

Enduring Understanding: Interdisciplinary learning is a critical component in the educational experience of all students. Connecting multiple disciplines builds and reinforces the content Enduring Understanding: Languages and cultures are multi-faceted, the diverse patterns and perspectives inherent to language systems/cultures express meaning in culturally appropriate ways.

Essential Question(s):

- What role does language learning play in the educational experience of students?
- How does connecting to other disciplines make students well-informed global citizens?
- How does extending student access to variety of information and diverse perspectives influence their ability to perform in academic and career related settings?

Standards and Objectives:

- Making connections Standard CONN 1: Build, reinforce, and expand knowledge of other disciplines while using the target language to develop critical thinking/creative problem solving skills.
    - Objective CONN 1.1: Compare and contrast information acquired from other content areas.
    - Objective CONN 1.2: Relate information studied in other subjects to the target language and culture.
- Acquiring information and diverse perspectives Standard CONN 2: Access and evaluate information and diverse perspectives that are available through the target language and its cultures.
    - Objective CONN 2.1: Access authentic materials prepared in the target language by or for native speakers.

- Objective CONN 2.2: Analyze the content and cultural perspectives of authentic materials prepared in the target language by or for native speakers
- Objective CONN 2.3: Compare and contrast cultural similarities and differences in authentic materials.

Comparisons

Goal: Develop insight and understanding of target culture and language in order to interact with cultural competence.

Enduring Understanding: Languages and cultures are multi-faceted, the diverse patterns and perspectives inherent to language systems/cultures express meaning in culturally appropriate ways.

Essential Question(s):

- How does the target language differ from the learner's first language?
- How do the target culture's perspectives compare to the learner's perspective?

- **Standards and Objectives:**
- Cultural Comparisons Standard COMP 2: Investigate, explain, and reflect on the concept of culture through the comparisons of the cultures studied and their own.
  - Objective COMP 1.1: Observe formal and informal forms of language.
  - Objective COMP 1.2: Identify patterns and explain discrepancies the sounds and the writing system in the target language.
  - Objective COMP 1.3: Compare and analyze idiomatic expressions in the target language.
- Cultural Comparisons Standard COMP 2: Investigate, explain, and reflect on the concept of culture through the comparisons of the cultures studied and their own.
  - Objective COMP 2.1: Identify, describe and compare/contrast products and their use in the target culture with the learner's culture.
  - Objective COMP 2.2: Compare and contrast appropriate gestures and oral expressions in the target culture with the learner's culture.
  - Objective COMP 2.3: Compare and contrast authentic materials from the target culture with the learner's culture.

Communities

Goal: Communicate and interact with cultural competence in multilingual communities at home and around the world.

Enduring Understanding: The increasing interconnectedness of the world's economy requires that United States citizens continue to become proficient in other languages and adept at understanding and communicating appropriately in cultural contexts.

Essential Question(s):

- How are language proficiency and cultural competence developed?
- How do continued opportunities to learn and use language increase language proficiency over a period of time?
- What personal benefits are there to becoming a lifelong language learner?

- **Standards and Objectives:**

- School and Global Communities Standard COMT 1: Interact and collaborate in communities and the globalized world both within and beyond the classroom.
    - Objective COMT 1.1: Participate in multilingual communities at home and around the world.
    - Objective COMT 1.2: Discuss personal preferences in activities and events both within and beyond the classroom.
    - Objective COMT 1.3: Utilize knowledge of the target language to tutor English language learners that know the target language.
  - Lifelong learning Standard COMT 2: Reflect on progress using languages for enjoyment, enrichment, and advancement.
    - Objective COMT 2.1: Interpret materials and/or use media from the language and culture for enjoyment.
    - Objective COMT 2.2: Explore opportunities to use the target language for personal enrichment/professional advancement/communication skills.

PERFORMANCE INDICATORS

IDAHO WORLD LANGUAGE STANDARDS

**Performance indicators provide a continuum of learning within each of the 5 goal areas and 11 standards. Language learners will progress through the continuum at varied rates; therefore, level achieved within the performance indicators will not necessarily correspond with the number of years of study.

COMMUNICATION 1: Interpersonal

Interact with others in the target language and gain meaning from interactions in the target language.

NOVICE

- Express self in conversations that are based upon very familiar topics. Access a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.
- Respond to basic questions about self and others using a series of highly practiced or memorized phrases.
- Communicate about self, others, and everyday life using a series of highly practiced or memorized phrases.

INTERMEDIATE

- Express self and actively participate in conversations on familiar topics using single sentences or a series of sentences.
- Handle short social interactions in everyday situations by asking and answering a variety of questions.
- Communicate about self, others, and everyday life.

ADVANCED

- Express self to maintain conversations on familiar topics and new concrete academic, social and work related topics.
- Handle changes in situations confidently and share one's point of view in discussions.
- Communicate in paragraph length conversations about self, others, or events with detail and organization.

COMMUNICATION 2: Interpretive

Discover meaning from what is heard, read or viewed on a variety of topics in the target language.

NOVICE

- List key characters and main events from developmentally appropriate narratives based on familiar themes.
- Identify people and objects within one's environment, based on oral and written descriptions.
- Report out the content of brief written messages and short personal notes on familiar topics such as family, school events, and celebrations.

INTERMEDIATE

- Identify the principal characters and discuss the main idea and themes in a piece of literature.
- Locate key ideas/items in authentic materials and relate them to people and objects in one's own life.
- Restate information and react to messages within short articles or video clips from the target culture.

ADVANCED

- Discuss main ideas and key details of live/recorded discussions, lectures, and presentations from the target culture.
- Analyze main plot, subplot, characters and their descriptions, roles, and significance in authentic literary texts.
- Summarize principal elements of non-fiction articles on topics of current and historical importance to members of the target culture.

COMMUNICATION 3: Presentational

NOVICE

- Present information about self or others using simple sentences or memorized phrases.

INTERMEDIATE

- Express one's opinions and state facts about oneself using a series of sentences.

ADVANCED

- Deliver an organized presentation about a variety of topics that is appropriate for the audience.

CULTURE 1: Cultural Practices

Investigate, explain, and reflect on the relationship between the **practices** and perspectives of the cultures studied in the target language.

NOVICE

- Use appropriate gestures within the classroom environment.
- Imitate appropriate etiquette from the target culture.

- List cultural practices observed in a video from the target culture.
- Role play simple interactions in stores and restaurants in the target culture.

INTERMEDIATE

- Use formal and informal forms of address appropriately in rehearsed situations.
- Adjust language and message gradually to acknowledge audiences with varied cultural backgrounds.
- Suggest reasons for connecting cultural practices to associated products and perspectives.
- Role play culturally appropriate interactions with shop keepers, ticket sellers, waiters, taxi drivers, etc. in the target culture.

ADVANCED

- Use formal and informal forms of address appropriately in unrehearsed situations.
- Adjust language, messages, and behaviors to acknowledge audiences with varied cultural backgrounds.
- Provide evidence based reasoning for connecting cultural practices to associated products and perspectives.
- Utilize culturally appropriate behaviors and language in a variety of situations in the target language.

CULTURE 2: Cultural Products

Investigate, explain and reflect on the **products** and perspectives of the cultures studied in the target language.

NOVICE

- Give simple reasons for the role and importance of products from the target culture.
- Identify the author/country of origin for short poems, stories, or plays from the target culture.
- Make simple connections between cultural products, associated practices, and possible perspectives from the target culture.

INTERMEDIATE

- Identify, investigate, and analyze the function of everyday objects produced in the culture.
- Identify and analyze cultural products found in literature, news stories, and films from the target culture.
- Create connections based on background knowledge between cultural products, associated practices, and perspectives.

ADVANCED

- Research, in detail, the role and importance of products from the target cultures.
- Identify and analyze the role and importance of cultural products found in literature, news stories, and film.
- Provide evidence-based insights connecting cultural products, associated practices, and perspectives.

CONNECTIONS 1: Making Connections

Build, reinforce, and expand knowledge of other disciplines while using the target language to develop critical thinking/creative problem solving skills.

NOVICE

- Use skills gained in other content areas to study key historical figures/events in the target culture.
- Use skills gained in other content areas to convert currencies, weights, and measures from the United States' standard to that of the target culture in order to understand prices, size, and distance.
- Use skills gained in other content areas to discuss the similarities and differences between the cultural norm in the United States and that of the target culture (e.g. food, clothing, music).
- Read text from the target culture (e.g., maps) using skills gained in other content areas.

INTERMEDIATE

- Seek out articles/multimedia in the target language for content being studied or previously studied in history and English.
- Use skills gained in other content areas to analyze the impact of currencies rates and measurement systems upon those who travel from the United States to a country within the target culture.
- Analyze and report on the similarities and differences between a cultural norm in the United States and that of the target culture (e.g., food, clothing, music), using knowledge from other content areas.
- Analyze texts from the target culture using skills gained in other content areas.

ADVANCED

- Write a critical analysis for a movie where the target language is spoken.
- Research and discuss how various governmental structures might impact global issues such as currency rates or travel visas.
- Explore, discuss, and debate topics from other academic subjects (e.g. political and historical concepts, worldwide health issues, and environmental concerns).

- Write and/or produce an original work that highlights a challenge facing people in countries where the target language in spoken.

CONNECTIONS 2: Acquiring information/perspectives

Access and evaluate information and diverse perspectives that are available through the target language and its cultures.

NOVICE

- Interpret the main idea from infographics showing statistics, such as number of endangered species or changes in population.
- Identify the main idea of current events reported in the news about the target culture.
- Access short texts and videos from the target culture.

INTERMEDIATE

- Access charts and surveys about daily life in the target culture and compare these resources with similar events in the United States.
- Compare current events reported in the news to similar events in the United States.
- View publicity and promotional information from the target culture.

ADVANCED

- Research an issue of global importance and provide insight into the issue from the perspective of the target culture.
- Research and debate current events in the target culture.
- Compare, analyze, and present on how and why advertisements for the same product differ in the target culture and the United States.

COMPARISONS 1: Language

Investigate, explain, and reflect on the nature of language through comparisons of the language studied and one's own.

NOVICE

- Compare word order and sentence structure between one's own language and the target language.
- Observe the use of formal and informal structures in the target language.
- Report similarities and differences between the sound and writing systems of one's own language and the target language.

INTERMEDIATE

- Hypothesize about the similarities of languages based on the use of cognates and idioms.
- Match groups of people with ways of expressing respect in the target culture.
- Identify patterns and explain discrepancies between the sound and writing systems of one's own language and the target language.

ADVANCED

- Compare the choice/use of particular grammatical structures among languages.
- Identify, compare, and analyze how language functions in society and regional/national linguistic patterns in the target language.
- Compare the writing system of the target language to one's own and discuss the nature of other writing systems.

COMPARISONS 2: Culture

Investigate, explain, and reflect on the concept of culture through the comparisons of the cultures studied and one's own.

NOVICE

- Compare daily routines, celebrations, etc. in one's culture and the target culture.
- Identify, describe, and compare/contrast products and their use in the target culture and one's own (e.g. toys, clothing, food).
- Observe, identify, and compare/contrast simple patterns of behavior or interactions in various settings in the target culture and one's own.
- Identify and discuss similarities and differences in themes and techniques in creative works from the target cultures and one's own.

INTERMEDIATE

- Compare and contrast the role of family, schools schedules, value of social media etc. in one's culture and the target culture.
- Identify, investigate, and compare/contrast the function of everyday objects (e.g. toys, tools, clothing, food) produced in the target culture and one's own.
- Document and contrast verbal and non-verbal behavior in daily activities among peers or mixed groups in the target culture and one's own.
- Hypothesize about the relationship between cultural perspectives and expressive products (e.g. visual arts, music, and literature) by analyzing selected products for the target culture and one's own.

ADVANCED

- Compare and contrast the value placed on work, leisure time, health and wellness in one's culture and the target culture.
- Identify, analyze and discuss tangible and intangible products and their use in the target culture and one's own as represented in authentic materials.
- Compare cultural nuances of meanings of words, idioms, and vocal inflections in the target language and one's own.
- Identify, examine and analyze the relationship between cultural products, practices, and perspectives in the target culture and one's own by conducting research, observations, or interviews.

COMMUNITIES 1: School and Global Communities

Interact and collaborate in communities and the globalized world, both within and beyond the classroom.

NOVICE

- Communicate on a personal level with speakers of the language in person or via email, video chats, etc.
- Identify professions that require proficiency in another language.
- Simulate interactions that might take place in a community setting using the target culture/language.

INTERMEDIATE

- Present information gained from a native speaker about a cultural event or topic of interest in the target language.
- Discuss steps to becoming a professional in a field requiring language proficiency.
- Discuss one's preferences/opinions concerning leisure activities and current events, in written form or orally, with peers who speak the target language.

ADVANCED

- Communicate orally or in writing with members of another other culture regarding topics of personal interest, community issues, or world concerns.
- Participate in a career exploration or school-to-work project which requires proficiency in the language and culture.
- Discuss and express opinions on current events and issues through interpersonal oral or written exchanges with speakers of the target language and/or students in class.

COMMUNITIES 2: Lifelong Learning

Reflect on progress using languages for enjoyment, enrichment, and advancement.

NOVICE

- Reflect on one's progress in communication skills and collect evidence to support one's growth.
- Explore and interpret media and materials from the target culture for enjoyment.
- Attend cultural or social events from the target culture.

INTERMEDIATE

- Collect evidence showing that learning targets for each unit have been met.
- Exchange information with native speakers and use various media to view cultural events for entertainment/learning.
- Seek community /online activities that foster an interaction with native speakers of the target language.

ADVANCED

- Document language growth through collecting evidence and records that support meeting or exceeding the learning targets for each unit.
- Attend events or use media from the target culture for entertainment or personal growth.
- Explore online resources to find sites of personal interest where one can use the target language to maintain and increase his or her language skills.

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Arts and Humanities

Media Arts

Approved by the Idaho State Board of Education, August 13, 2015

Rules Governing Thoroughness (08.02.03.004)

IDAHO CONTENT STANDARDS

Idaho Fine Arts Standards – Media Arts K-3

Media Arts/Creating
#MA:Cr1.1.1
Process Component: Conceive
Anchor Standard: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by expriences, both within and outside of the arts.
Essential Question: How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

Grade K
MA:Cr1.1.1.K
a.Discover and share ideas for media artworks using play and experimentation.
Grade 1
MA:Cr1.1.1.1
a.Express and share ideas for media artworks through sketching and modeling.
Grade 2
MA:Cr1.1.1.2
a.Discover multiple ideas for media artworks through brainstorming and improvising.
Grade 3
MA:Cr1.1.1.3
a.Develop multiple ideas for media artworks using a variety of tools, methods and/or materials.

Media Arts/Creating
#MA:Cr2.1.1
Process Component: Develop
Anchor Standard: Organize and develop artistic ideas and work.
Enduring Understanding: Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.
Essential Question: How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

Grade K
MA:Cr2.1.1.K
a.With guidance, use ideas to form plans or models for media arts productions.
Grade 1
MA:Cr2.1.1.1
a.With guidance, use identified ideas to form plans and models for media arts productions.
Grade 2
MA:Cr2.1.1.2
a.Choose ideas to create plans and models for media arts productions.

Grade 3
MA:Cr2.1.1.3
a.Form, share, and test ideas, plans, and models to prepare for media arts productions.

Media Arts/Creating
#MA:Cr3.1
Process Component: Construct
Anchor Standard: Refine and complete artistic work.
Enduring Understanding: The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.
Essential Question: What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

Grade K
MA:Cr3.1.K
a.Form and capture media arts content for expression and meaning in media arts productions.

b.Make changes to the content, form, or presentation of media artworks and share results.

Grade 1
MA:Cr3.1.1
a.Create, capture, and assemble media arts content for media arts productions, identifying basic principles, such as pattern and repetition.

b.Practice and identify the effects of making changes to the content, form, or presentation, in order to refine and finish media artworks.

Grade 2
MA:Cr3.1.2
a.Construct and assemble content for unified media arts productions, identifying and applying basic principles, such as positioning and attention.

b.Test and describe expressive effects in altering, refining, and completing media artworks.

Grade 3
MA:Cr3.1.3
a.Construct and order various content into unified, purposeful media arts productions, describing and applying a defined set of principles, such as movement and force.

b.Practice and analyze how the emphasis of elements alters effect and purpose in refining and completing media artworks.

Media Arts/Producing
#MA:Pr4.1
Process Component: Integrate
Anchor Standard: Select, analyze, and interpret artistic work for presentation.
Enduring Understanding: Media artists integrate various forms and contents to develop complex, unified artworks.
Essential Question: How are complex media arts experiences constructed?

Grade K
MA:Pr4.1.K

a.With guidance, combine arts forms and media content, such as dance and video, to form media artworks.

Grade 1

MA:Pr4.1.1

a.Combine varied academic, arts, and media content in media artworks, such as an illustrated story,

Grade 2

MA:Pr4.1.2

a.Practice combining varied academic, arts, and media content into unified media artworks, such as a narrated science animation.

Grade 3

MA:Pr4.1.3

a.Practice combining varied academic, arts, and media forms and content into unified media artworks, such as animation, music, and dance.

Media Arts/Producing

#MA:Pr5.1

Process Component: Practice

Anchor Standard: Develop and refine artistic techniques and work for presentation.

Enduring Understanding: Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.

Essential Question: What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

Grade K

MA:Pr5.1.K

a.Identify and demonstrate basic skills, such as handling tools, making choices, and cooperating in creating media artworks.

b.Identify and demonstrate creative skills, such as performing, within media arts productions.

c.Practice, discover, and share how media arts creation tools work.

Grade 1

MA:Pr5.1.1

a.Describe and demonstrate various artistic skills and roles, such as technical steps, planning, and collaborating in media arts productions.

b.Describe and demonstrate basic creative skills within media arts productions, such as varying techniques.

c.Experiment with and share different ways to use tools and techniques to construct media artworks.

Grade 2

MA:Pr5.1.2

a.Enact roles to demonstrate basic ability in various identified artistic, design, technical, and soft skills, such as tool use and collaboration in media arts productions.

b.Demonstrate use of experimentation skills, such as playful practice, and trial and error, within

and through media arts productions.

c.Demonstrate and explore identified methods to use tools to capture and form media artworks.

Grade 3

MA:Pr5.1.3

a.Exhibit developing ability in a variety of artistic, design, technical, and organizational roles, such as making compositional decisions, manipulating tools, and group planning in media arts productions.

b.Exhibit basic creative skills to invent new content and solutions within and through media arts productions.

c.Exhibit standard use of tools and techniques while constructing media artworks.

Media Arts/Producing

#MA:Pr6.1

Process Component: Present

Anchor Standard: Convey meaning through the presentation of artistic work.

Enduring Understanding: Media artists purposefully present, share, and distribute media artworks for various contexts.

Essential Question: How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

Grade K

MA:Pr6.1.K

a.With guidance, identify and share roles and the situation in presenting media artworks.

b.With guidance, identify and share reactions to the presentation of media artworks.

Grade 1

MA:Pr6.1.1

a.With guidance, discuss presentation conditions and perform a task in presenting media artworks.

b.With guidance, discuss the experience of the presentation of media artworks.

Grade 2

MA:Pr6.1.2

a.Identify and describe presentation conditions and perform task(s) in presenting media artworks.

b.Identify and describe the experience and share results of presenting media artworks.

Grade 3

MA:Pr6.1.3

a.Identify and describe the presentation conditions, and take on roles and processes in presenting or distributing media artworks.

b.Identify and describe the experience, and share results of and improvements for presenting media artworks.

Media Arts/Responding
#MA:Re7.1
Process Component: Perceive
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.
Essential Question: How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

Grade K
MA:Re7.1.K
a.Recognize and share components and messages in media artworks.

b.Recognize and share how a variety of media artworks create different experiences.
Grade 1
MA:Re7.1.1
a.Identify components and messages in media artworks.

b.With guidance, identify how a variety of media artworks create different experiences.
Grade 2
MA:Re7.1.2
a.Identify and describe the components and messages in media artworks.

b.Identify and describe how a variety of media artworks create different experiences.
Grade 3
MA:Re7.1.3
a.Identify and describe how messages are created by components in media artworks.

b.Identify and describe how various forms, methods, and styles in media artworks manage audience experience.

Media Arts/Responding
#MA:Re8.1
Process Component: Interpret
Anchor Standard: Interpret intent and meaning in artistic work.
Enduring Understanding: Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.
Essential Question: How do people relate to and interpret media artworks?

Grade K
MA:Re8.1.K
a.With guidance, share observations regarding a variety of media artworks.
Grade 1
MA:Re8.1.1
a.With guidance, identify the meanings of a variety of media artworks.
Grade 2
MA:Re8.1.2
a.Determine the purposes and meanings of media artworks, considering their context.
Grade 3
MA:Re8.1.3

a.Determine the purposes and meanings of media artworks while describing their context.

Media Arts/Responding
#MA:Re9.1
Process Component: Evaluate
Anchor Standard: Apply criteria to evaluate artistic work.
Enduring Understanding: Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.
Essential Question: How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

Grade K
MA:Re9.1.K
a.Share appealing qualities and possible changes in media artworks.
Grade 1
MA:Re9.1.1
a.Identify the effective parts of and possible changes to media artworks considering viewers.
Grade 2
MA:Re9.1.2
a.Discuss the effectiveness of and improvements for media artworks, considering their context.
Grade 3
MA:Re9.1.3
a.Identify basic criteria for and evaluate media artworks, considering possible improvements and context.

Media Arts/Connecting
#MA:Cn10.1
Process Component: Synthesize
Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: Media artworks synthesize meaning and form cultural experience.
Essential Question: How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

Grade K
MA:Cn10.1.K
a.Use personal experiences and choices in making media artworks.

b.Share memorable experiences of media artworks.
Grade 1
MA:Cn10.1.1
a.Use personal experiences, interests, and models in creating media artworks.

b.Share meaningful experiences of media artworks.
Grade 2
MA:Cn10.1.2
a.Use personal experiences, interests, information, and models in creating media artworks.

b.Discuss experiences of media artworks, describing their meaning and purpose.
Grade 3
MA:Cn10.1.3

a.Use personal and external resources, such as interests, information, and models, to create media artworks.

b.Identify and show how media artworks form meanings, situations, and/or culture, such as popular media.

Media Arts/Connecting
#MA:Cn11.1
Process Component: Relate
Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
Enduring Understanding: Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.
Essential Question: How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

Grade K
MA:Cn11.1.K
a.With guidance, share ideas in relating media artworks and everyday life, such as daily activities.

b.With guidance, interact safely and appropriately with media arts tools and environments.

Grade 1
MA:Cn11.1.1
a.Discuss and describe media artworks in everyday life, such as popular media, and connections with family and friends.

b.Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.

Grade 2
MA:Cn11.1.2
a.Discuss how media artworks and ideas relate to everyday and cultural life, such as media messages and media environments.

b.Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.

Grade 3
MA:Cn11.1.3
a.Identify how media artworks and ideas relate to everyday and cultural life and can influence values and online behavior.

b.Examine and interact appropriately with media arts tools and environments, considering safety, rules, and fairness.

Idaho Fine Arts Standards – Media Arts 4-5

Media Arts/Creating
#MA:Cr1.1.1
Process Component: Conceive
Anchor Standard: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by expriences, both within and outside of the arts.
Essential Question: How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

Grade 4
MA:Cr1.1.1.4
a.Conceive of original artistic goals for media artworks using a variety of creative methods, such as brainstorming and modeling.

Grade 5
MA:Cr1.1.1.5
a.Envision original ideas and innovations for media artworks using personal experiences and/or the work of others.

Media Arts/Creating
#MA:Cr2.1.1
Process Component: Develop
Anchor Standard: Organize and develop artistic ideas and work.
Enduring Understanding: Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.
Essential Question: How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

Grade 4
MA:Cr2.1.1.4
a.Discuss, test, and assemble ideas, plans, and models for media arts productions, considering the artistic goals and the presentation.

Grade 5
MA:Cr2.1.1.5
a.Develop, present, and test ideas, plans, models, and proposals for media arts productions, considering the artistic goals and audience.

Media Arts/Creating
#MA:Cr3.1
Process Component: Construct
Anchor Standard: Refine and complete artistic work.
Enduring Understanding: The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.
Essential Question: What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

Grade 4
MA:Cr3.1.4

a.Structure and arrange various content and components to convey purpose and meaning in different media arts productions, applying sets of associated principles, such as balance and contrast.

b.Demonstrate intentional effect in refining media artworks, emphasizing elements for a purpose.

Grade 5

MA:Cr3.1.5

a.Create content and combine components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated principles, such as emphasis and exaggeration.

b.Determine how elements and components can be altered for clear communication and intentional effects, and refine media artworks to improve clarity and purpose.

Media Arts/Producing

#MA:Pr4.1

Process Component: Integrate

Anchor Standard: Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Media artists integrate various forms and contents to develop complex, unified artworks.

Essential Question: How are complex media arts experiences constructed?

Grade 4

MA:Pr4.1.4

a.Demonstrate how a variety of academic, arts, and media forms and content may be mixed and coordinated into media artworks, such as narrative, dance, and media.

Grade 5

MA:Pr4.1.5

a.Create media artworks through the integration of multiple contents and forms, such as a media broadcast.

Media Arts/Producing

#MA:Pr5.1

Process Component: Practice

Anchor Standard: Develop and refine artistic techniques and work for presentation.

Enduring Understanding: Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.

Essential Question: What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

Grade 4

MA:Pr5.1.4

a.Enact identified roles to practice foundational artistic, design, technical, and soft skills, such as formal technique, equipment usage, production, and collaboration in media arts productions.

b.Practice foundational innovative abilities, such as design thinking, in addressing problems within and through media arts productions.

c.Demonstrate use of tools and techniques in standard and novel ways while constructing media artworks.

Grade 5

MA:Pr5.1.5

a.Enact various roles to practice fundamental ability in artistic, design, technical, and soft skills, such as formal technique, production, and collaboration in media arts productions.

b.Practice fundamental creative and innovative abilities, such as expanding conventions, in addressing problems within and through media arts productions.

c.Examine how tools and techniques could be used in standard and experimental ways in constructing media artworks.

Media Arts/Producing

#MA:Pr6.1

Process Component: Present

Anchor Standard: Convey meaning through the presentation of artistic work.

Enduring Understanding: Media artists purposefully present, share, and distribute media artworks for various contexts.

Essential Question: How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

Grade 4

MA:Pr6.1.4

a.Explain the presentation conditions, and fulfill a role and processes in presenting or distributing media artworks.

b.Explain results of and improvements for presenting media artworks.

Grade 5

MA:Pr6.1.5

a.Compare qualities and purposes of presentation formats, and fulfill a role and associated processes in presentation and/or distribution of media artworks.

b.Compare results of and improvements for presenting media artworks.

Media Arts/Responding

#MA:Re7.1

Process Component: Perceive

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.

Essential Question: How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

Grade 4

MA:Re7.1.4

a.Identify, describe, and explain how messages are created by components in media artworks.

b.Identify, describe, and explain how various forms, methods, and styles in media artworks manage audience experience.

Grade 5

MA:Re7.1.5

a.Identify, describe, and differentiate how message and meaning are created by components in media artworks.

b.Identify, describe, and differentiate how various forms, methods, and styles in media artworks manage audience experience.

Media Arts/Responding

#MA:Re8.1

Process Component: Interpret

Anchor Standard: Interpret intent and meaning in artistic work.

Enduring Understanding: Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.

Essential Question: How do people relate to and interpret media artworks?

Grade 4

MA:Re8.1.4

a.Determine and explain reactions and interpretations to a variety of media artworks, considering their purpose and context.

Grade 5

MA:Re8.1.5

a.Determine and compare personal and group interpretations of a variety of media artworks, considering their intention and context.

Media Arts/Responding

#MA:Re9.1

Process Component: Evaluate

Anchor Standard: Apply criteria to evaluate artistic work.

Enduring Understanding: Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.

Essential Question: How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

Grade 4

MA:Re9.1.4

a.Identify and apply basic criteria for evaluating and improving media artworks and production processes, considering context.

Grade 5

MA:Re9.1.5

a.Determine and apply criteria for evaluating media artworks and production processes, considering context, and practicing constructive feedback.

Media Arts/Connecting

#MA:Cn10.1

Process Component: Synthesize

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Media artworks synthesize meaning and form cultural experience.

Essential Question: How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

Grade 4

MA:Cn10.1.4

a.Examine and use personal and external resources, such as interests, research, and cultural understanding, to create media artworks.

b.Examine and show how media artworks form meanings, situations, and/or cultural experiences, such as online spaces.

Grade 5

MA:Cn10.1.5

a.Access and use internal and external resources to create media artworks, such as interests, knowledge, and experiences.

b.Examine and show how media artworks form meanings, situations, and cultural experiences, such as news and cultural events.

Media Arts/Connecting

#MA:Cn11.1

Process Component: Relate

Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.

Essential Question: How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

Grade 4

MA:Cn11.1.4

a.Explain verbally and/or in media artworks, how media artworks and ideas relate to everyday and cultural life, such as fantasy and reality, and technology use.

b.Examine and interact appropriately with media arts tools and environments, considering ethics, rules, and fairness.

Grade 5

MA:Cn11.1.5

a.Research and show how media artworks and ideas relate to personal, social and community life, such as exploring commercial and information purposes, history, and ethics.

b.Examine, discuss and interact appropriately with media arts tools and environments, considering ethics, rules, and media literacy.

Idaho Fine Arts Standards – Media Arts 6-8

Media Arts/Creating
#MA:Cr1.1.1
Process Component: Conceive
Anchor Standard: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by expriences, both within and outside of the arts.
Essential Question: How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

Grade 6
MA:Cr1.1.1.6
a.Formulate variations of goals and solutions for media artworks by practicing chosen creative processes, such as sketching, improvising and brainstorming.

Grade 7
MA:Cr1.1.1.7
a.Produce a variety of ideas and solutions for media artworks throughProduce a variety of ideas and solutions for media artworks through application of chosen inventive processes, such as concept modeling and prototyping.

Grade 8
MA:Cr1.1.1.8
a.Generate ideas, goals, and solutions for original media artworks through application of focused creative processes, such as divergent thinking and experimenting.

Media Arts/Creating
#MA:Cr2.1.1
Process Component: Develop
Anchor Standard: Organize and develop artistic ideas and work.
Enduring Understanding: Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.
Essential Question: How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

Grade 6
MA:Cr2.1.1.6
a.Organize, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering purposeful intent.

Grade 7
MA:Cr2.1.1.7
a.Design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources.

Grade 8
MA:Cr2.1.1.8
a.Structure and critique ideas, plans, prototypes, and production processes for media arts productions, considering intent, resources, and the presentation context.

Media Arts/Creating

#MA:Cr3.1
Process Component: Construct
Anchor Standard: Refine and complete artistic work.
Enduring Understanding: The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.
Essential Question: What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

Grade 6
MA:Cr3.1.6
a.Experiment with multiple approaches to produce content and components for determined purpose and meaning in media arts productions, utilizing a range of associated principles, such as point of view and perspective.

b.Appraise how elements and components can be altered for intentional effects and audience, and refine media artworks to reflect purpose and audience.

Grade 7
MA:Cr3.1.7
a.Coordinate production processes to integrate content and components for determined purpose and meaning in media arts productions, demonstrating understanding of associated principles, such as narrative structures and composition.

b.Improve and refine media artworks by intentionally emphasizing particular expressive elements to reflect an understanding of purpose, audience, or place.

Grade 8
MA:Cr3.1.8
a.Implement production processes to integrate content and stylistic conventions for determined meaning in media arts productions, demonstrating understanding of associated principles, such as theme and unity.

b.Refine and modify media artworks, improving technical quality and intentionally accentuating selected expressive and stylistic elements, to reflect an understanding of purpose, audience, and place.

Media Arts/Producing
#MA:Pr4.1
Process Component: Integrate
Anchor Standard: Select, analyze, and interpret artistic work for presentation.
Enduring Understanding: Media artists integrate various forms and contents to develop complex, unified artworks.
Essential Question: How are complex media arts experiences constructed?

Grade 6
MA:Pr4.1.6
a.Validate how integrating multiple contents and forms can support a central idea in a media artwork, such as media, narratives, and performance.

Grade 7
MA:Pr4.1.7
a.Integrate multiple contents and forms into unified media arts productions that convey consistent perspectives and narratives, such as an interactive video game.

Grade 8
MA:Pr4.1.8
a.Integrate multiple contents and forms into unified media arts productions that convey specific themes or ideas, such as interdisciplinary projects, or multimedia theatre.

Media Arts/Producing
#MA:Pr5.1
Process Component: Practice
Anchor Standard: Develop and refine artistic techniques and work for presentation.
Enduring Understanding: Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.
Essential Question: What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

Grade 6
MA:Pr5.1.6
a.Develop a variety of artistic, design, technical, and soft skills through performing various assigned roles in producing media artworks, such as invention, formal technique, production, self-initiative, and problem-solving.

b.Develop a variety of creative and adaptive innovation abilities, such as testing constraints, in developing solutions within and through media arts productions.

c.Demonstrate adaptability using tools and techniques in standard and experimental ways in constructing media artworks.

Grade 7
MA:Pr5.1.7
a.Exhibit an increasing set of artistic, design, technical, and soft skills through performing various roles in producing media artworks, such as creative problem-solving and organizing.

b.Exhibit an increasing set of creative and adaptive innovation abilities, such as exploratory processes, in developing solutions within and through media arts productions.

c.Demonstrate adaptability using tools and techniques in standard and experimental ways to achieve an assigned purpose in constructing media artworks.

Grade 8
MA:Pr5.1.8
a.Demonstrate a defined range of artistic, design, technical, and soft skills, through performing specified roles in producing media artworks, such as strategizing and collaborative communication.

b.Demonstrate a defined range of creative and adaptive innovation abilities, such as divergent solutions and bending conventions, in developing new solutions for identified problems within and through media arts productions.

c.Demonstrate adaptability using tools, techniques and content in standard and experimental ways to communicate intent in the production of media artworks.

Media Arts/Producing
#MA:Pr6.1
Process Component: Present
Anchor Standard: Convey meaning through the presentation of artistic work.
Enduring Understanding: Media artists purposefully present, share, and distribute media artworks for various contexts.
Essential Question: How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

Grade 6
MA:Pr6.1.6
a.Analyze various presentation formats and fulfill various tasks and defined processes in the presentation and/or distribution of media artworks.

b.Analyze results of and improvements for presenting media artworks.

Grade 7
MA:Pr6.1.7
a.Evaluate various presentation formats in order to fulfill various tasks and defined processes in the presentation and/or distribution of media artworks.

b.Evaluate the results of and improvements for presenting media artworks, considering impacts on personal growth.

Grade 8
MA:Pr6.1.8
a.Design the presentation and distribution of media artworks through multiple formats and/or contexts.

b.Evaluate the results of and implement improvements for presenting media artworks, considering impacts on personal growth and external effects.

Media Arts/Responding
#MA:Re7.1
Process Component: Perceive
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.
Essential Question: How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

Grade 6
MA:Re7.1.6
a.Identify, describe, and analyze how message and meaning are created by components in media artworks.

b.Identify, describe, and analyze how various forms, methods, and styles in media artworks manage audience experience.

Grade 7
MA:Re7.1.7

a.Describe, compare, and analyze the qualities of and relationships between the components in media artworks.

b.Describe, compare, and analyze how various forms, methods, and styles in media artworks interact with personal preferences in influencing audience experience.

Grade 8

MA:Re7.1.8

a.Compare, contrast, and analyze the qualities of and relationships between the components and style in media artworks.

b.Compare, contrast, and analyze how various forms, methods, and styles in media artworks manage audience experience and create intention.

Media Arts/Responding

#MA:Re8.1

Process Component: Interpret

Anchor Standard: Interpret intent and meaning in artistic work.

Enduring Understanding: Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.

Essential Question: How do people relate to and interpret media artworks?

Grade 6

MA:Re8.1.6

a.Analyze the intent of a variety of media artworks, using given criteria.

Grade 7

MA:Re8.1.7

a.Analyze the intent and meaning of a variety of media artworks, using self-developed criteria.

Grade 8

MA:Re8.1.8

a.Analyze the intent and meanings of a variety of media artworks, focusing on intentions, forms, and various contexts.

Media Arts/Responding

#MA:Re9.1

Process Component: Evaluate

Anchor Standard: Apply criteria to evaluate artistic work.

Enduring Understanding: Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.

Essential Question: How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

Grade 6

MA:Re9.1.6

a.Determine and apply specific criteria to evaluate various media artworks and production processes, considering context and practicing constructive feedback.

Grade 7

MA:Re9.1.7

a.Develop and apply criteria to evaluate various media artworks and production processes, considering context, and practicing constructive feedback.

Grade 8

MA:Re9.1.8
a.Evaluate media art works and production processes with developed criteria, considering context and artistic goals.

Media Arts/Connecting
#MA:Cn10.1
Process Component: Synthesize
Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: Media artworks synthesize meaning and form cultural experience.
Essential Question: How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

Grade 6
MA:Cn10.1.6
a.Access, evaluate, and use internal and external resources to create media artworks, such as knowledge, experiences, interests, and research.

b.Explain and show how media artworks form new meanings, situations, and cultural experiences, such as historical events.

Grade 7
MA:Cn10.1.7
a.Access, evaluate and use internal and external resources to inform the creation of media artworks, such as experiences, interests, research, and exemplary works.

b.Explain and show how media artworks form new meanings and knowledge, situations, and cultural experiences, such as learning, and new information.

Grade 8
MA:Cn10.1.8
a.Access, evaluate, and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research, and exemplary works.

b.Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences, such as local and global events.

Media Arts/Connecting
#MA:Cn11.1
Process Component: Relate
Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
Enduring Understanding: Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.
Essential Question: How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

Grade 6
MA:Cn11.1.6
a.Research and show how media artworks and ideas relate to personal life, and social, community, and cultural situations, such as personal identity, history, and entertainment.

b.Analyze and interact appropriately with media arts tools and environments, considering fair use and copyright, ethics, and media literacy.

Grade 7

MA:Cn11.1.7

a.Research and demonstrate how media artworks and ideas relate to various situations, purposes and values, such as community, vocations, and social media.

b.Analyze and responsibly interact with media arts tools and environments, considering copyright, ethics, media literacy, and social media.

Grade 8

MA:Cn11.1.8

a.Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as democracy, environment, and connecting people and places.

b.Analyze and responsibly interact with media arts tools, environments, legal, and technological contexts, considering ethics, media literacy, social media, and virtual worlds.

Idaho Fine Arts Standards – Media Arts, High School

Media Arts/Creating

#MA:Cr1.1.1

Process Component: Conceive

Anchor Standard: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.

Essential Question: How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

Grade Hs proficient

MA:Cr1.1.1.HSI

a.identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.

Grade Hs accomplished

MA:Cr1.1.1.HSII

a.Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in media arts creation processes.

Grade Hs advanced

MA:Cr1.1.1.HSIII

a.Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations in media arts creation processes.

Media Arts/Creating

#MA:Cr2.1.1

Process Component: Develop

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.

Essential Question: How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

Grade Hs proficient

MA:Cr2.1.1.HSI

a.aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.

Grade Hs accomplished

MA:Cr2.1.1.HSII

a.Apply a personal aesthetic in designing, testing, and refining original artistic ideas, prototypes, and production strategies for media arts productions, considering artistic intentions, constraints of resources, and presentation context.

Grade Hs advanced

MA:Cr2.1.1.HSIII

a. Integrate a sophisticated personal aesthetic and knowledge of systems processes in forming, testing, and proposing original artistic ideas, prototypes, and production frameworks, considering complex constraints of goals, time, resources, and personal limitations.

Media Arts/Creating

#MA:Cr3.1

Process Component: Construct

Anchor Standard: Refine and complete artistic work.

Enduring Understanding: The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.

Essential Question: What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

Grade Hs proficient

MA:Cr3.1.HSI

a.Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone.

b.Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.

Grade Hs accomplished

MA:Cr3.1.HSII

a.Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles, such as continuity and juxtaposition.

b.Refine and elaborate aesthetic elements and technical components to intentionally form impactful expressions in media artworks for specific purposes, intentions, audiences and contexts.

Grade Hs advanced

MA:Cr3.1.HSIII

a.Synthesize content, processes, and components to express compelling purpose, story, emotion, or ideas in complex media arts productions, demonstrating mastery of associated principles, such as hybridization.

b.Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences, and contexts.

Media Arts/Producing
#MA:Pr4.1
Process Component: Integrate
Anchor Standard: Select, analyze, and interpret artistic work for presentation.
Enduring Understanding: Media artists integrate various forms and contents to develop complex, unified artworks.
Essential Question: How are complex media arts experiences constructed?

Grade Hs proficient
MA:Pr4.1.HSI
a.Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.

Grade Hs accomplished
MA:Pr4.1.HSII
a.Integrate various arts, media arts forms, and academic content into unified media arts productions that retain thematic integrity and stylistic continuity, such as transmedia productions.

Grade Hs advanced
MA:Pr4.1.HSIII
a.Synthesize various arts, media arts forms and academic content into unified media arts productions that retain artistic fidelity across platforms, such as transdisciplinary productions.

Media Arts/Producing
#MA:Pr5.1
Process Component: Practice
Anchor Standard: Develop and refine artistic techniques and work for presentation.
Enduring Understanding: Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.
Essential Question: What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

Grade Hs proficient
MA:Pr5.1.HSI
a.Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.

b.Develop and refine a determined range of creative and adaptive innovation abilities, such as design thinking, and risk taking, in addressing identified challenges and constraints within and through media arts productions.

c.Demonstrate adaptation and innovation through the combination of tools, techniques and content, in standard and innovative ways, to communicate intent in the production of media artworks.

Grade Hs accomplished
MA:Pr5.1.HSII

a.Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.

b.Demonstrate effective ability in creative and adaptive innovation abilities, such as resisting closure, and responsive use of failure, to address sophisticated challenges within and through media arts productions.

c.Demonstrate the skillful adaptation and combination of tools, styles, techniques, and interactivity to achieve specific expressive goals in the production of a variety of media artworks.

Grade Hs advanced

MA:Pr5.1.HSIII

a.Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.

b.Fluently employ mastered creative and innovative adaptability in formulating lines of inquiry and solutions, to address complex challenges within and through media arts productions.

c.Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks.

Media Arts/Producing

#MA:Pr6.1

Process Component: Present

Anchor Standard: Convey meaning through the presentation of artistic work.

Enduring Understanding: Media artists purposefully present, share, and distribute media artworks for various contexts.

Essential Question: How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

Grade Hs proficient

MA:Pr6.1.HSI

a. Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats, and audiences.

b.Evaluate and implement improvements in presenting media artworks, considering personal and local impacts, such as the benefits for self and others.

Grade Hs accomplished

MA:Pr6.1.HSII

a.Curate and design the presentation and distribution of collections of media artworks through a variety of contexts, such as mass audiences, and physical and virtual channels

b.Evaluate and implement improvements in presenting media artworks, considering personal, local, and social impacts such as changes that occurred for people, or to a situation.

Grade Hs advanced

MA:Pr6.1.HSIII

a.Curate, design, and promote the presentation and distribution of media artworks for intentional impacts, through a variety of contexts, such as markets and venues.

b.Independently evaluate, compare, and integrate improvements in presenting media artworks, considering personal to global impacts, such as new understandings that were gained by artist and audience.

Media Arts/Responding
#MA:Re7.1
Process Component: Perceive
Anchor Standard: Perceive and analyze artistic work.
Enduring Understanding: Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.
Essential Question: How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

Grade Hs proficient
MA:Re7.1.HSI
a.Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists.

b.Analyze how a variety of media artworks manage audience experience and create intention through multimodal perception.

Grade Hs accomplished
MA:Re7.1.HSII
a.Analyze and synthesize the qualities and relationships of the components in a variety of media artworks, and feedback on how they impact audience.

b. Analyze how a broad range of media artworks manage audience experience, create intention and persuasion through multimodal perception.

Grade Hs advanced
MA:Re7.1.HSIII
a.Analyze and synthesize the qualities and relationships of the components and audience impact in a variety media artworks.

b.Survey an exemplary range of media artworks, analyzing methods for managing audience experience, creating intention and persuasion through multimodal perception, and systemic communications.

Media Arts/Responding
#MA:Re8.1
Process Component: Interpret
Anchor Standard: Interpret intent and meaning in artistic work.
Enduring Understanding: Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.
Essential Question: How do people relate to and interpret media artworks?

Grade Hs proficient
MA:Re8.1.HSI
a.Analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts.

Grade Hs accomplished

MA:Re8.1.HSII
a. Analyze the intent, meanings, and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.
Grade Hs advanced
MA:Re8.1.HSIII
a.Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.

Media Arts/Responding
#MA:Re9.1
Process Component: Evaluate
Anchor Standard: Apply criteria to evaluate artistic work.
Enduring Understanding: Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.
Essential Question: How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

Grade Hs proficient
MA:Re9.1.HSI
a. Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.
Grade Hs accomplished
MA:Re9.1.HSII
a.Form and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes.
Grade Hs advanced
MA:Re9.1.HSIII
a.Independently develop rigorous evaluations of, and strategically seek feedback for media artworks and production processes, considering complex goals and factors.

Media Arts/Connecting
#MA:Cn10.1
Process Component: Synthesize
Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: Media artworks synthesize meaning and form cultural experience.
Essential Question: How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

Grade Hs proficient
MA:Cn10.1.HSI
a. Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences.

b.Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences, such as learning and sharing through online environments.
Grade Hs accomplished
MA:Cn10.1.HSII
a.Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.

b. Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge, and reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.

Grade Hs advanced

MA:Cn10.1.HSIII

a.Independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks.

b.Demonstrate and expound on the use of media artworks to consummate new meaning, knowledge, and impactful cultural experiences.

Media Arts/Connecting

#MA:Cn11.1

Process Component: Relate

Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.

Essential Question: How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

Grade Hs proficient

MA:Cn11.1.HSI

a.Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as social trends, power, equality, and personal/cultural identity.

b.Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity.

Grade Hs accomplished

MA:Cn11.1.HSII

a. Examine in depth and demonstrate the relationships of media arts ideas and works to various contexts, purposes, and values, such as markets, systems, propaganda, and truth.

b.Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity.

Grade Hs advanced

MA:Cn11.1.HSIII

a.Demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values, through relevant and impactful media artworks.

b.Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts.

ASSESSMENT GLOSSARY TO ACCOMPANY IDAHO FINE ARTS STANDARDS

This glossary was developed by the members of SCASS/Arts Education Assessment Consortium. The terms below are words/phrases in general use in the field of assessment.

Accommodations: Approved/standardized administrative or scoring adjustments (e.g., large print or Braille test booklets, individual or small group administrations, reading the test to the student) made for special populations taking standardized assessments

Accountability testing: Using student achievement tests to measure the effectiveness of an educational program. Usually summative in nature and in the form of state or other large-scale test designed to conform to psychometric standards, an accountability test purports to assign responsibility for the success or failure of an educational program or system by demanding that schools demonstrate the impact and effectiveness of educational programs in order to justify the money invested in education. Accountability testing is designed to provide achievement data that is used to evaluate and presumably improve the system

Achievement test: A test designed to measure students' "school taught" learning, as opposed to their initial aptitude or intelligence

Alternative assessment: Assessments other than traditional multiple-choice tests; most often used to describe performance assessments or other assessments that provide more feedback about student learning than whether the answer is correct or incorrect (Also see Accommodations) SCASS/AEAC Glossary of Assessment Terms Page 2 National Coalition for Core Arts Standards (2014) National Core Arts Standards. Rights Administered by the State Education Agency Directors of Arts Education. Dover, DE, www.nationalcoreartsstandards.org all rights reserved.

Analytic scoring: A method of scoring performance assessments that yields multiple scores for the same task/performance. Performance is separated into major components, traits, or dimensions and each is independently scored. (e.g., a particular sample of a student's writing may be assessed as grammatically correct at the same time it is assessed as poorly organized.) Analytic scoring is especially effective as a diagnostic tool

Anchor (Also called exemplars or benchmarks): A sample of student work (product or performance) used to illustrate each level of a scoring rubric; critical for training scorers of performances since it serves as a standard against which other student work is compared

Aptitude test: A test which uses past learning and ability to predict what a person can do in the future; aptitude tests depend heavily on out-of-school experiences rather than in-school learning (Also see intelligence test)

Assessment: The process of collecting and analyzing data for the purpose of evaluation. The assessment of student learning involves describing, collecting, recording, scoring, and interpreting information about performance. A complete assessment of student learning should include measures with a variety

of formats as developmentally appropriate. Assessments and the tests they use are usually classified by how the data are used; either formative, benchmark or interim, and summative

Authentic assessments: Assessments that emulate the performance that would be required of the student in real-life situations

Benchmarks: Identifiable points on a continuum toward a goal or standard. The term may be used to describe content standards when interim targets (benchmarks) have been set by age, grade, or developmental level; the term is also used interchangeably with "anchor" papers or performances which illustrate points of progress on an assessment scale (i.e., student works which exemplify the different levels of a scoring rubric) SCASS/AEAC Glossary of Assessment Terms Page 3 National Coalition for Core Arts Standards (2014) National Core Arts Standards. Rights Administered by the State Education Agency Directors of Arts Education. Dover, DE, www.nationalcoreartsstandards.org all rights reserved.

CIA: Acronym for curriculum, instruction, and assessment

Cohort: A group of students whose progress is followed and measured at different points in time

Competency test: A test intended to verify that a student has met standards (usually minimal) of skills and knowledge and therefore should be promoted, graduated, or perhaps deemed competent

Context: The surrounding circumstances or environment in which an assessment takes place (e.g., embedded in the instruction or under standardized conditions [e.g., part of a large scale assessment])

Cornerstone assessment tasks: Curriculum-embedded assessment tasks that are intended to engage students in applying their knowledge and skills in an authentic context. These tasks are described by their originator Jay McTighe as: • Curriculum embedded (as opposed to externally imposed) • Recurring across the grades, becoming increasingly sophisticated over time • Establishing authentic contexts for performance • Calling for understanding and transfer via genuine performance • Used as rich learning activities or assessments • Integrating 21st century skills (e.g., critical thinking, technology use, teamwork) with subject area content • Evaluating performance with established rubrics • Engaging students in meaningful learning while encouraging the best teaching • Providing content for student portfolios so that students graduate with a resume of demonstrated accomplishments rather than simply a transcript of courses taken SCASS/AEAC Glossary of Assessment Terms Page 4 National Coalition for Core Arts Standards (2014) National Core Arts Standards. Rights Administered by the State Education Agency Directors of Arts Education. Dover, DE, www.nationalcoreartsstandards.org all rights reserved.

Criteria (Sometimes used as synonym for traits or attributes): The rules or guidelines used for categorizing or judging; in arts assessment, the rules or guidelines used to judge the quality of a student's performance (Also see rubric, scoring guide, and scoring criteria)

Criterion-referenced assessment: An assessment designed to measure performance against a set of clearly defined criteria. Such assessments are used to identify student strengths and weaknesses with regard to specified knowledge and skills (which are the goals or standards of the instruction). Synonyms

include: standard-based or - referenced, objective-referenced, content-referenced, domain-referenced, or universe-referenced

Curricular alignment: The degree to which a curriculum's scope, sequence, and content match standards, instruction, assessment, or instructional resources. Cut score (also called performance standard) performance level or numerical score established by the assessment system to describe how well the student performed. The cut score can be manipulated to increase or decrease the number "passing" or "failing" a test (Also see standard-setting)

Descriptors: Explanations that define the levels of scoring scales (Also see criteria)

Dimension: Specific traits, characteristics, or aspects of performance which are fairly independent of each other and can be scored separately (e.g., rhythm and melody can be scored separately for the same musical performance)

Disaggregate (As in dissagregated data): Pulling information apart (e.g., looking at the performance of various sub-groups instead of only the performance of the large group)

Educational outcome: An educational goal, expectation, or result that occurs at the end of an educational program or event (usually a culminating activity, product, or other measurable performance). Enhanced/extended multiple-choice assessments Selected-response assessments with additional parts (for more points); this additional part often requires the students to justify their answers, show their work, or explain why they marked a particular option

Essay test: A paper-and-pencil test that requires students to construct their entire brief or extensive responses to the question(s); should be limited to measuring higher levels of learning

Extended-response assessments: An essay question or performance assessment, which requires an elaborated or graphic response that expresses ideas and their interrelationships in a literate and organized manner

Evaluation: A judgment about the worth or quality of something. In education, data from tests, tasks, or performances are used to make judgments about the success of the student or program

Formative Assessment (Sometimes referred to as Assessment for Learning): A process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. Short interval and usually classroom-based assessments that have immediate information for teachers and students to inform the instructional process and determine what comes next in the learning process

Generalizability: The degree to which the performances measured by a set of assessment items/tasks are representative of the entire domain being assessed (E.g., is one performance assessment sufficient for drawing conclusions about a student's ability to critique works of art?); may also be an issue in drawing a sample of students from a population (i.e. the degree to which a sample of students is representative of the population from which it is drawn).

Grade equivalent: A score, available from some standardized tests, which describes the performance of students according to how it resembles the performance of students in various grades. A GE of 5.5 means that the student is performing like a student in the fifth month of the fifth grade

Grading: A rating system for evaluating student work; grades are usually letters or numbers and their meaning varies widely across teachers, subjects, and systems

High-stakes testing: Any testing program for which the results have highly significant consequences for students, teachers, schools, and/or districts. These summative tests are frequently used as accountability devices to determine effectiveness or success

Holistic method: A scoring method which assigns a single score based on an overall appraisal or impression of performance rather than analyzing the various dimensions separately. A holistic scoring rubric can be specifically linked to focused (written) or implied (general impression) criteria. Some forms of holistic assessment do not use written criteria at all but rely solely on anchor papers for training and scoring

Intelligence tests: Tests designed to measure general cognitive functioning; group or individually administered tests used to determine mental age as compared to chronological age (MA/CA x 100 = IQ [intelligence quotient]); i.e., the "average" IQ of the population is 100. Some intelligence tests do not calculate mental age but compare an individual's performance to the performance of a norm group at various developmental levels, generating verbal and performance scores with a mean or "average" score of 100

Item Analysis: A statistical analysis of the items on a selected-response test to determine the relationship of the item to the test's validity and reliability as a whole. The number and nature of the students selecting each option are analyzed

Matrix sampling: A process used to estimate the performance of large groups through testing a representative sample of the students. Each student in the sample may be given only a small segment of the total assessment

Mean: The arithmetic average of a group of scores; one of three measures of central tendency, a way to describe a group of scores with a single number

Median: A measure of central tendency, which identifies the point on the scale that separates a group of scores so that there is an equal number of scores above and below it

Metacognition: The ability to think about one's own thinking; the knowledge that individuals have of their own thinking processes and strategies and their ability to monitor and regulate those processes

Multiple-choice test: A test consisting of items (questions or incomplete statements) followed by a list of choices from which students have to select the correct or best response

Multiple Measures: The use of a variety of assessments to evaluate performance in a subject area (e.g., using multiple-choice items, short answer questions, and performance tasks to assess student achievement in a subject); the use of multiple measures is advocated to obtain a fair and comprehensive measurement of performance

Mode: A measure of central tendency which identifies the most frequent score in a group of scores (e.g., in the group of scores: 1, 2, 8, 9,9,10, the mode is 9)

Norm: The midpoint or "average" score for the group of students to which a norm-referenced test was initially administered (the norm group). By design, 50% of the students score below and 50% above this score SCASS/AEAC Glossary of Assessment Terms Page 8 National Coalition for Core Arts Standards (2014) National Core Arts Standards. Rights Administered by the State Education Agency Directors of Arts Education. Dover, DE, www.nationalcoreartsstandards.org all rights reserved.

Norm group: A group of students that is first administered a standardized norm-referenced test by its developers in order to establish scores for interpreting the performance of future testtakers

Norm-referenced test: A standardized test which compares the performance of students to an original group that took the test (the norm group); results usually reported in terms of percentile scores (e.g., a score of 90 means that the student did better than 90% of the norm group)

Normal curve equivalent (NCE): A normalized standard score used to compare scores across tests with different scales and/or between students on the same test (since arithmetic manipulations should not use percentiles); it has a mean of 50, a standard deviation of 21.06 and is often required for reporting by federal funding agencies such as Title I

Open-ended assessments: Constructed assessments (frequently tasks or problems) that require students to generate a solution to a problem for which there is no single correct answer (e.g., create a drawing that uses symbols of the Renaissance)

Percentile: A statistic provided by standardized norm-referenced tests which describes the performance of a student as compared to that of the norm group. The range is 1to 99 with 50 denoting average performance. A student scoring at the 65th percentile performed better than, or as well as, 65% of the norm group

Performance assessment: A task/event/performance designed to measure a student's ability to directly demonstrate particular knowledge and skills. E.g., a student may be asked to demonstrate some physical or artistic achievement: play a musical instrument, create or critique a work of art, or improvise a dance or a scene. These kinds of assessments (e.g., tasks, projects, portfolios, etc.) are scored using rubrics: established criteria for acceptable performance

Portfolio: A purposeful collection of student work across time which exhibits a student's efforts, progress, or level of proficiency. Examples of types of portfolios include: showcase (best work), instructional, assessment (used to evaluate the student, and process or project (shows all phases in the development of a product or performance)

Primary trait scoring: A type of rubric scoring constructed to assess a specific trait, skill or format or the impact on a designated audience. (Also see analytic scoring.) Project a type of performance assessment which is complex, usually requiring more than one type of activity, process, or product for completion

Quartile: A way of describing the position of a score on a norm referenced test, e.g., the score falls in one of four groups: 0-25th percentile, 26th -40th percentile, etc.

Quintile: A way of describing the position of a score on a norm referenced test, e.g., the score falls in one of five groups: 0-20th percentile, 21-40th percentile, etc.

Range: The most rudimentary method of describing how much a group of scores vary; range is determined by subtracting the lowest from the highest score in the group

Rating scale: A scale used to evaluate student learning using a gradation of numbers or labels; a Likert rating scale is frequently used to measure attitudes or perceptions

Reliability: A measure of the consistency of an assessment across time, judges and subparts of the assessment (assuming no real change in what is being measured)

Rating scale: A scale used to evaluate student learning using numbers or labels (e.g, a Likert scale)

Rubric (Sometime referred to as a scoring guide or scoring criteria): An established, ordered set of criteria for judging student performance/products; it includes performance descriptors of student work at various levels of achievement

Sampling: A way to get information about a large group by examining a smaller representative number of the group (the sample)

Scale score: A score indicating an individual's performance on a standardized test, which allows comparisons across sub-groups and time (E.g., one could use scale scores to compare test results among classes, schools, and districts; or across grades from year to year)

Scaffolded assessments: A set of context-dependent assessments, which are sequenced to measure ascending levels of learning; this set usually contains a variety of item formats (from multiplechoice to performance tasks) about a single stimulus (e.g., a specific set of materials: a particular situation, scenario, problem, or event). Since these kinds of assessments can measure a variety of kinds of learning, they provide the opportunity for diagnosis of instruction and identification of student strengths and weaknesses

Scoring criteria: The rules or guidelines used to assign a score (a number or a label) indicating the quality of a performance; in the analytic scoring of a performance, different rules may be applied to different dimensions or traits of the performance

Scoring guide: Directions for scoring and/or interpreting scores; the guide may include general instructions for raters, training notes, rating scales, rubric, and student work. Selected-response items a

kind of test item for which students have to select the best or correct answer from a list of options (multiple-choice, etc.) or indicate the truth or falsity of a statement

Self-assessment: Collecting data about one's own performance for the purpose of evaluating it. Self-evaluation may include the comparison of one's own performance against established criteria, change in performance over time, and/or a description of current performance. Three types of educational standards are frequently used in education today

Standard deviation: A measure of the variability of a group of scores. When the standard deviation is high, students are performing very differently from each other; if it is low, students are performing similarly to one another

Standard error of measurement: A statistic used to indicate the consistency and reliability of a measurement instrument; a large standard error of measurement indicates that we have less confidence in the obtained score

Standards-based instruction: Instruction designed, taught, and assessed using Standards • Content standards specify what students should know and be able to do in a specific content area---the essential knowledge, skills, processes, and procedures students must learn and be able to demonstrate. They answer the question: "What should be learned in this subject?" Student standards have been developed for periods of time ranging from individual grade levels to lifelong learning • Performance standards specify the degree or quality of learning students are expected to demonstrate in the subject. They answer the question: "How good is good enough?" The national standards for the arts use the term "achievement standards" to avoid confusion between arts performance and performance assessment (Some states refer to established levels of proficiency instead of performance standards) • Opportunity-to-learn standards specify what schools must provide to enable students to meet content and performance standards. student standards (achievement targets)

Stanine: A standard 9-point scale used to report the results of norm-referenced tests in order to allow comparison of scores across students, schools, districts, tests, grades, etc. The mean is 5 and the standard deviation approximately 2. Stanines of 1-3 are considered below average; 4-6 average; and 7-9 above average

Standardized test: A test administered to a group of persons under the same specific conditions so student results can be fairly compared

Summative Assessment: The effort to summarize student learning at a particular point in time such as the end of a chapter, unit, grading period, semester, year, or end of course

Test: A sample of behavior or performance administered in order to provide a basis for inferences about a larger subject area or domain of study. E.g., a teacher may administer a 30-minute test to provide evidence of the student's learning for the last two weeks or for a particular unit of instruction. The test may be norm- or criterion-referenced, traditional (e.g., multiple-choice, short answer, essay, etc.), or

performance-based. A teacher-made test is one prepared and administered by the teacher, usually for use in the classroom

Validity: A characteristic of a measure which refers to its ability to measure what it is intended to measure AND do so reliably (i.e., measures consistently across time, judges, and subparts). A valid measure is both accurate and consistent; e.g., a bathroom scale may record 100 pounds every time a person gets on it, but if he or she actually weighs 120, the scale is reliable but not valid. Types of validity include: • Content validity—The assessment has content validity if it measures the content or area it intends to measure • Concurrent validity—The assessment has concurrent validity if it is correlated with other measures of that particular content or area • Predictive validity—The assessment has predictive validity if it predicts later actual performance of the individual in that subject or area. Predictive validity is related to generalizability

DANCE GLOSSARY OF TERMS

Aesthetic: A set of principles concerned with the nature and appreciation of beauty

Alignment: The process of adjusting the skeletal and muscular system to gravity to support effective functionality

Alternative performance venue: A performance site other than a standard Western style theater (for example, classroom, site specific venue, or natural environment)

Anatomical principles: The way the human body's skeletal, muscular and vascular systems work separately and in coordination

Artistic criteria: Aspects of craft and skill used to fulfill artistic intent

Artistic expression: The manifestations of artistic intent though dance, drama music, poetry, fiction, painting, sculpture or other artistic media.

Artistic statement: An artist's verbal or written introduction of their work from their own perspective to convey the deeper meaning or purpose

Body patterning: Neuromuscular patterns (for example, core-distal, head-tail, homologous [upper-lower], homo-lateral [same-side], cross-lateral [crossing the body midline])

Body-mind principles: Concepts explored and/or employed to support body-mind connections (for example, breath, awareness of the environment, grounding, movement initiation, use of imagery, intention, inner-outer, stability-mobility)

Body-use: The ways in which movement patterns and body parts are used in movement and dance practice; descriptive method of identifying patterns

Bound movement: An "effort element" from Laban Movement Analysis in which energy flow is constricted

Capstone Project: A culminating performance-based assessment that determines what 12th graders should know and be able to do in various educational disciplines; usually based on research and the development of a major product or project that is an extension of the research

Choreographic devices: Manipulation of dance movement, sequences or phrases (repetition, inversion, accumulation, cannon, retrograde, call and response)

Codified movement: Common motion or motions set in a particular style that often have specific names and expectations associated with it

Context clues: Information obtained from the dance that helps one understand or comprehend meaning and intent from a movement, group of movements, or a dance as a whole; requires seeing

Contrapuntal: An adjective that describes the noun counterpoint; music that has at least two melodic lines (voices) played simultaneously against each other; in dance, at least two movement patterns, sequences or phrases danced simultaneously using different body parts or performed by different dancers

Cultural movement practice: Physical movements of a dance that are associated with a particular country, community, or people

Dance literacy: The total experience of dance learning that includes the doing and knowing about dance: dance skills and techniques, dance making, knowledge and understanding of dance vocabulary, dance history, dance from different cultures, dance genres, repertory, performers and choreographers, dance companies, and dance notation and preservation

Dance movement principles: Fundamentals related to the craft and skill with which dance movement is performed (for example, the use of dynamic alignment, breath support, core support, rotation, initiation and sequencing, and weight shift)

Dance phrase: A brief sequence of related movements that have a sense of continuity and artistic or rhythmic completion

Dance structures: The organization of choreography and movement to fulfill the artistic intent of a dance or dance study (for example, AB, ABA or theme and variation); often referred to as choreographic form

Dance study: A short dance that is comprised of several dance phrases based on an artistic idea

Dance techniques: The tools and skills needed to produce a particular style of movement

Dance terminology: Vocabulary used to describe dance and dance experiences Simple dance terminology (for example, locomotor words walk, run, tip-toe, slither, roll, crawl, jump, march, and gallop; and non-locomotor words, bend, twist, turn, open and close). Vocabulary used to describe dance movement techniques, structures, works, and experiences that are widely shared in the field of dance; Genre-specific dance terminology used to describe movement within specific dance forms ballet, contemporary, culturally-specific dance, funk, hip-hop, jazz, modern, tap, and others.

Dance work: A complete dance that has a beginning, middle (development), and end

Dynamics: The qualities or characteristics of movement which lend expression and style; also called “efforts,” or “energy (for example, lyrical, sustained, quick, light, or strong)

Elements of dance: The key components of movement; movement of the body using space, time, and energy; often referred to as the elements of movement

Embody: To physicalize a movement, concept, or idea throughout the body

Energy: The dynamic quality, force attach, weight, and flow of movement

Evaluative Criteria: The definition of values and characteristics with which dance can be assessed; factors to be considered to attain an aesthetically satisfying dance composition or performance

Explore: Investigate multiple movement possibilities to learn more about an idea

Free flowing movement: An "effort element" from Laban Movement Analysis in which energy is continuous

Functional alignment: The organization of the skeleton and musculature in a relationship to gravity that supports safe and efficient movement while dancing

General Space: Spatial orientation that is not focused towards one area of a studio or stage

Genre: A category of dance characterized by similarities in form, style, purpose, or subject matter (for example, ballet, hip hop, modern, ballroom, cultural practices)

Kinesthetic awareness: Pertaining to sensations and understanding of bodily movement

Locomotor: Movement that travels from one location to another or in a pathway through space (for example, in PreK, walk, run, tip-toe, slither, roll, crawl, jump, march, gallop; in Kindergarten, the addition of prance, hop, skip, slide, leap)

Movement Characteristics: The qualities, elements, or dynamics that describe or define a movement

Movement phrase: A brief sequence of related movements that have a sense of continuity and artistic or rhythmic completion

Movement problem: A specific focus that requires one to find a solution and complete a task; gives direction and exploration in composition

Movement vocabulary: Codified or personal movement characteristics that define a movement style

Negative space: The area (space) around and between the dancer(s) or dance images(s) in a dance

Non-locomotor: Movement that remains in place; movement that does not travel from one location to another or in a pathway through space for example, in PreK, bend, twist, turn, open, close; in Kindergarten, swing, sway, spin, reach, pull)

Performance etiquette: Performance values and expected behaviors when rehearsing or performing (for instance, no talking while the dance is in progress, no chewing gum, neat and appropriate appearance, dancers do not call out to audience members who are friends)

Personal space: The area of space directly surrounding one's body extending as far as a person can reach; also called the kinesphere

Polyrhythmic: In music, several rhythms layered on top of one another and played simultaneously; in dance, embodying several rhythms simultaneously in different body parts

Production elements: Aspects of performance that produce theatrical effects (for example, costumes, make up, sound, lighting, props)

Production terminology: Words commonly used to refer to the stage, performance setting, or theatrical aspects of dance presentation

Rhythm: The patterning or structuring of time through movement or sound

See.Think.Wonder: An inquiry-based Visual Thinking Strategy (VTS) used for critical analysis from Harvard Project Zero, in which children respond to simple questions (What do you see? What do you think? What do you wonder?) which enable a child to begin make meaning from an observed (dance) work of art

Sound Environment: Sound accompaniment for dancing other than music (for example, street noise, ocean surf, bird calls, spoken word)

Space: Components of dance involving direction, pathways, facings, levels, shapes, and design; the location where a dance takes place; the element of dance referring to the cubic area of a room, on a stage, or in other environments

Spatial design: Pre-determined use of directions, levels, pathways, formations, and body shapes

Stimuli: A thing or event that inspires action, feeling, or thought

Style: Dance that has specific movement characteristics, qualities, or principles that give it distinctive identity (for example, Graham technique is a style of Modern Dance; rhythm tap is a style of Percussive Dance; Macedonian folk dance is a style of International Folk dance; Congolese dance is a style of African Dance)

Technical dance skills: The degree of physical proficiency a dancer achieves within a dance style or technique (for example, coordination, form, strength, speed and range)

Tempi: Different paces or speeds of music, or underlying beats or pulses, used in a dance work or composition (singular: tempo)

Tempo: The pace or speed of a pulse or beat underlying music or movement (plural: tempi or tempos)

Theme: A dance idea that is stated choreographically

MEDIA ARTS GLOSSARY OF TERMS

Balance: Principle of the equitable and/or dynamic distribution of items in a media arts composition or structure for aesthetic meaning, as in a visual frame, or within game architecture

Components: Discrete portions and aspects of media artworks, including: elements, principles, processes, parts, assemblies, etc., such as: light, sound, space, time, shot, clip, scene, sequence, movie, narrative, lighting, cinematography, interactivity, etc.

Composition: Principle of arrangement and balancing of components of a work for meaning and message

Constraints: Limitations on what is possible, both real and perceived

Contrast: Principle of using the difference between items, such as elements, qualities and components, to mutually complement them

Continuity: The maintenance of uninterrupted flow, continuous action or self-consistent detail. across the various scenes or components of a media artwork, i.e. game components, branding, movie timeline, series, etc.

Context: The situation surrounding the creation or experience of media artworks that influences the work, artist or audience. This can include how, where, and when media experiences take place, as well as additional internal and external factors (personal, societal, cultural, historical, physical, virtual, economic, systemic, etc.)

Convention: An established, common, or predictable rule, method, or practice within media arts production, such as the notion of a 'hero' in storytelling

Copyright: The exclusive right to make copies, license, and otherwise exploit a produced work

Digital identity: How one is presented, perceived and recorded online, including personal and collective information and sites, e-communications, commercial tracking, etc.

Divergent thinking: Unique, original, uncommon, idiosyncratic ideas; thinking "outside of the box"

Design thinking: A cognitive methodology that promotes innovative problem solving through the prototyping and testing process commonly used in design

Emphasis: Principle of giving greater compositional strength to a particular element or component in a media artwork

Ethics: Moral guidelines and philosophical principles for determining appropriate behavior within media arts environments

Exaggeration: Principle of pushing a media arts element or component into an extreme for provocation, attention, contrast, as seen in character, voice, mood, message, etc.

Experiential Design: Area of media arts wherein interactive, immersive spaces and activities are created for the user; associated with entertainment design

Fairness: Complying with appropriate, ethical and equitable rules and guidelines

Fair use: Permits limited use of copyrighted material without acquiring permission from the rights holders, including commentary, search engines, criticism, etc.

Force: Principle of energy or amplitude within an element, such as the speed and impact of a character's motion

Generative methods: Various inventive techniques for creating new ideas and models, such as brainstorming, play, open exploration, experimentation, inverting assumptions, rulebending, etc.

Hybridization: Principle of combining two existing media forms to create new and original forms, such as merging theatre and multimedia

Interactivity: A diverse range of articulating capabilities between media arts components, such as user, audience, sensory elements, etc., that allow for inputs and outputs of responsive connectivity via sensors, triggers, interfaces, etc., and may be used to obtain data, commands, or information and may relay immediate feedback, or other communications; contains unique sets of aesthetic principles

Juxtaposition: Placing greatly contrasting items together for effect

Legal: The legislated parameters and protocols of media arts systems, including user agreements, publicity releases, copyright, etc.

Manage audience experience: The act of designing and forming user sensory episodes through multi-sensory captivation, such as using sequences of moving image and sound to maintain and carry the viewer's attention, or constructing thematic spaces in virtual or experiential design

Markets: The various commercial and informational channels and forums for media artworks, such as T.V., radio, internet, fine arts, non-profit, communications, etc.

Media arts contexts: The diverse locations and circumstances of media arts, including its markets, networks, technologies and vocations

Media environments: Spaces, contexts and situations where media artworks are produced and experienced, such as in theaters, production studios and online

Media literacy: A series of communication competencies, including the ability to access, analyze, evaluate, and communicate information in a variety of forms, including print and nonprint messages – National Association for Media Literacy Education

Media messages: Various artistic, emotional, expressive, prosaic, commercial, utilitarian and informational communications of media artworks

Meaning: The formulation of significance and purposefulness in media artworks

Modeling /concept modeling: Creating a digital or physical representation or sketch of an idea, usually for testing; prototyping

Movement: Principle of motion of diverse items within media artworks

Multimodal perception: Coordinated and synchronized integration of multiple sensory systems (vision, touch, auditory, etc.) in media artworks

Multimedia theatre: The combination of live theatre elements and digital media (sound, projections, video, etc.) into a unified production for a live audience

Narrative structure: The framework for a story, usually consisting of an arc of beginning, conflict and resolution

Personal aesthetic: An individually formed, idiosyncratic style or manner of expressing oneself; an artist's "voice"

Perspective: Principle pertaining to the method of three-dimensional rendering, point-of-view, and angle of composition

Point of view: The position from which something or someone is observed; the position of the narrator in relation to the story, as indicated by the narrator's outlook from which the events are depicted and by the attitude toward the characters

Positioning: The principle of placement or arrangement

Production processes: The diverse processes, procedures, or steps used to carry out the construction of a media artwork, such as prototyping, playtesting, and architecture construction in game design

Prototyping: Creating a testable version, sketch or model of a media artwork, such as a game, character, website, application, etc.

Resisting closure: Delaying completion of an idea, process or production, or persistently extending the process of refinement, towards greater creative solutions or technical perfection

Responsive use of failure: Incorporating errors towards persistent improvement of an idea, technique, process or product

Rules: The laws, or guidelines for appropriate behavior; protocols

Safety: Maintaining proper behavior for the welfare of self and others in handling equipment and interacting with media arts environments and groups

Soft skills: Diverse organizational and management skills, useful to employment, such as collaboration, planning, adaptability, communication, etc.

Stylistic convention: A common, familiar, or even "formulaic" presentation form, style, technique or construct, such as the use of tension building techniques in a suspense film

Systemic Communications: Socially or technologically organized and higher-order media arts communications such as networked multimedia, television formats and broadcasts, "viral" videos, social multimedia (e.g. "vine" videos), remixes, transmedia, etc.

System(s): The complex and diverse technological structures and contexts for media arts production, funding, distribution, viewing, and archiving

Technological: The mechanical aspects and contexts of media arts production, including hardware, software, networks, code, etc.

Tone: Principle of "color", "texture" or "feel" of a media arts element or component, as for sound, lighting, mood, sequence, etc.

Transdisciplinary production: Accessing multiple disciplines during the conception and production processes of media creation, and using new connections or ideas that emerge to inform the work

Transmedia production: Communicating a narrative and/or theme over multiple media platforms, while adapting the style and structure of each story component to the unique qualities of the platforms

Virtual channels: Network based presentation platforms such as: Youtube, Vimeo, Deviantart, etc.

Virtual worlds: Online, digital, or synthetic environments (e.g. Minecraft, Second Life)

Vocational: The workforce aspects and contexts of media arts

MUSIC GLOSSARY OF TERMS

AB: Musical form consisting of two sections, A and B, which contrast with each other (binary form)

ABA: Musical form consisting of three sections, A, B, and A; two are the same, and the middle one is different (ternary form)

Ability: Natural aptitude in specific skills and processes; what the student is apt to do, without formal instruction

Academic vocabulary: words that traditionally are used in academic dialogue and text

Analog tools: Category of musical instruments and tools that are non-digital (i.e., do not transfer sound in or convert sound into binary code), such as acoustic instruments, microphones, monitors, and speakers

Analyze: Examine in detail the structure and context of music

Arrangement: Setting or adaptation of an existing musical composition

Arranger: Person who creates alternative settings or adaptations of existing music

Articulation: Characteristic way in which musical tones are connected, separated, or accented; types of articulation include legato (smooth, connected tones) and staccato (short, detached tones)

Artistic literacy: Knowledge and understanding required to participate authentically in the Arts

Atonality: Music in which no tonic or key center is apparent

Audiate: Hear and comprehend sounds in one's head (inner hearing), even when no sound is present

Audience etiquette: Social behavior observed by those attending musical performances and which can vary depending upon the type of music performed

Beat: Underlying steady pulse present in most music

Benchmark: Pre-established definition of an achievement level, designed to help measure student progress toward a goal or standard, expressed either in writing or as an example of cored student work (aka, anchor set)

Binary form: (See AB)

Body percussion: Use of the human body as an instrument to create percussive/rhythmic sounds such as stomping, patsching (patting thighs), clapping, clicking, snapping

Bordun: Accompaniment created by sounding two tones, five notes apart, continuously throughout a composition; can be performed in varying ways, such as simultaneously or alternating

Chant: Most commonly, the rhythmic recitation of rhymes, or poems without a sung melody; a type of singing, with a simple, unaccompanied melody line and free rhythm

Chart: Jazz or popular music score, often abbreviated, with a melody (including key and time signature) and a set of chord changes

Chord progression: Series of chords sounding in succession; certain progressions are typical in particular styles/genres of music

Collaboratively: Working together on a common (musical) task or goal

Collaboratively-developed criteria: Qualities or traits for assessing achievement level that have been through a process of collective decision-making

Complex formal structure: Musical form in which rhythmic, melodic, harmonic, and/or other musical materials undergo significant expansion and development, and may be more distantly related across sections while remaining coherent in some way, such as sonata or other novel design with three or more sections

Composer: One who creates music compositions

Composition: Original piece of music that can be repeated, typically developed over time, and preserved either in notation or in a sound recording

Compositional devices: Tools used by a composer or arranger to create or organize a composition or arrangement, such as tonality, sequence, repetition, instrumentation, orchestration, harmonic/melodic structure, style, and form

Compositional techniques: Approaches a composer uses to manipulate and refine the elements to convey meaning and intent in a composition, such as tension-release, augmentation-diminution, soundsilence, motion-stasis, in addition to compositional devices

Concepts, music: Understandings or generalized ideas about music that are formed after learners make connections and determine relationships among ideas

Connection: Relationship among artistic ideas, personal meaning, and/or external context

Context: Environment that surrounds music, influences understanding, provides meaning, and connects to an event or occurrence

Context, cultural: Values, beliefs, and traditions of a group of people that influence musical meaning and inform culturally authentic musical practice

Context, historical: Conditions of the time and place in which music was created or performed that provide meaning and influence the musical experience

Context, personal: Unique experiences and relationships that surround a single person and are influenced by personal life, family, habits, interest, and preferences

Context, social environment: Surrounding something or someone's creation or intended audience that reflects and influences how people use and interpret the musical experience

Craftsmanship: Degree of skill and ability exhibited by a creator or performer to manipulate the elements of music in a composition or performance

Create: Conceive and develop new artistic ideas, such as an improvisation, composition, or arrangement, into a work

Creative intent: Shaping of the elements of music to express and convey emotions, thoughts, and ideas

Creator: One who originates a music composition, arrangement, or improvisation

Criteria: Guidelines used to judge the quality of a student's performance (See Rubric)

Cultural context: Values, beliefs, and traditions of a group of people that influence musical meaning and inform culturally authentic musical practice

Culturally authentic performance: Presentation that reflects practices and interpretation representative of the style and traditions of a culture

Culture: Values and beliefs of a particular group of people, from a specific place or time, expressed through characteristics such as tradition, social structure, religion, art, and food

Cyclical structure: Musical form characterized by the return or "cycling around" of significantly recognizable themes, motives, and/or patterns across movements

Demonstrate: Show musical understanding through observable behavior such as moving, chanting, singing, or playing instruments

Diatonic: Seven-tone scale consisting of five whole steps and two half steps

Digital environment: Simulated place made or created through the use of one or more computers, sensors, or equipment

Digital notation: A visual image of musical sound created by using computer software applications, intended either as a record of sound heard or imagined, or as a set of visual instructions for performers

Digital resources: Anything published in a format capable of being read by a computer, a web-enabled device, a digital tablet, or smartphone

Digital systems: Platforms that allow interaction and the conversion between and through the audio and digital domains

Digital tools: Category of musical instruments and tools that manipulate sound using binary code, such as electronic keyboards, digital audio interfaces, MIDI, and computer software

Dynamics: Level or range of loudness of a sound or sounds

Elements of music: Basic characteristics of sound (pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/articulation) that are manipulated to create music

Enduring understanding: Overarching (aka, "big") ideas that are central to the core of the music discipline and may be transferred to new situations

Ensemble: Group of individuals organized to perform artistic work: traditional, large groups such as bands, orchestras, and choirs; chamber, smaller groups, such as duets, trios, and quartets; emerging, such as guitar, iPad, mariachi, steel drum or pan, and Taiko drumming

Essential question: Question that is central to the core of a discipline –in this case, music – and promotes investigation to uncover corresponding enduring understanding(s)

Established criteria: Traits or dimensions for making quality judgments in music of a particular style, genre, cultural context, or historical period that have gained general acceptance and application over time

Expanded form: Basic form (such as AB, ABA, rondo or theme and variation) expanded by the addition of an introduction, transition, and/or coda

Explore: Discover, investigate, and create musical ideas through singing, chanting, playing instruments, or moving to music

Expression: Feeling conveyed through music

Expressive aspects: Characteristics that convey feeling in the presentation of musical ideas

Expressive intent: Emotions, thoughts, and ideas that a performer or composer seeks to convey by manipulating the elements of music

Expressive qualities: Qualities such as dynamics, tempo, articulation which -- when combined with other elements of music -- give a composition its musical identity

Form: Element of music describing the overall organization of a piece of music, such as AB, ABA, rondo, theme and variations, and strophic form

Formal design: Large-scale framework for a piece of music in which the constituent parts cohere into a meaningful whole; encompasses both structural and tonal aspects of the piece

Fret: Thin strip of material placed across the fingerboard of some stringed Instruments, such as guitar, banjo, and mandolin; the fingers press the strings against the frets to determine pitch

Function: Use for which music is created, performed, or experienced, such as dance, social, recreation, music therapy, video games, and advertising

Fundamentals of music theory: Basic elements of music, their subsets, and how they interact: rhythm and meter; pitch and clefs; intervals; scales, keys and key signatures; triads and seventh chords

Fusion: Type of music created by combining contrasting styles into a new style

Genre: Category of music characterized by a distinctive style, form, and/or content, such as jazz, march, and country

Guidance: Assistance provided temporarily to enable a student to perform a musical task that would be difficult to perform unaided, best implemented in a manner that helps develop that student's capacity to eventually perform the task independently

Harmonic sequences: Series of two or more chords commonly used to support melody(ies)

Harmonizing instruments: musical instruments, such as guitars, ukuleles, and keyboards, capable of producing harmonies as well as melodies, often used to provide chordal accompaniments for melodies and songs

Harmonization: Process of applying stylistically appropriate harmony, such as chords, countermelodies, and ostinato, to melodic material

Harmony: Chordal structure of a music composition in which the simultaneous sounding of pitches produces chords and their successive use produces chord progressions

Heterophonic: Musical texture in which slightly different versions of the same melody sound simultaneously

Historical context: Conditions of the time and place in which music was created or performed and that provide meaning and influence the musical experience

Historical periods: Period of years during which music that was created and/or performed shared common characteristics; historians of Western art music typically refer to the following: Medieval (ca. 500-ca. 1420), Renaissance (ca. 1420-ca. 1600), Baroque (ca. 1600-ca. 1750), Classic (ca. 1750-ca. 1820), Romantic (ca. 1820-ca. 1900), and Contemporary (ca. 1900)

Homophonic: Musical texture in which all parts move in the same rhythm but use different pitches, as in hymns; also, a melody supported by chords

Iconic notation: Representation of sound and its treatment using lines, drawings, pictures

Imagine: Generate musical ideas for various purposes and contexts

Imagination: Ability to generate in the mind ideas, concepts, sounds, and images that are not physically present and may not have been previously experienced (See Audiate)

Improvisation: Music created and performed spontaneously or "in-the-moment," often within a framework determined by the musical style

Improviser: One who creates music spontaneously or "in-the-moment"

Independently: Working with virtually no assistance, initiating appropriate requests for consultation, performing in a self-directed ensemble offering ideas/solutions that make such consulting collaborative rather than teacher-directed

Intent: Meaning or feeling of the music planned and conveyed by a creator or performer

Interpret: Determine and demonstrate music's expressive intent and meaning when responding and performing

Interpretation: Intent and meaning that a performer realizes in studying and performing a piece of music

Intervals: Distance between two tones, named by counting all pitch names involved; harmonic interval occurs when two pitches are sounded simultaneously, and melodic interval when two pitches are sounded successively

Intonation: Singing or playing the correct pitch in tune

Key signature: Set of sharps or flats at the beginning of the staff, following the clef sign, that indicates the primary pitch set or scale used in the music and provide clues to the resting tone and mode

Lead-sheet notation: System symbol used to identify chords in jazz, popular, and folk music; uppercase letters are written above the staff, specifying which chords should be used and when they should be played

Lyrics: Words of a song

Major scale: Scale in which the ascending pattern of whole and half steps is whole, whole, half, whole, whole, whole, half

Melodic contour: Shape of a melody created by the way its pitches repeat and move up and down in steps and skips

Melodic passage: Short section or series of notes within a larger work that constitutes a single coherent melodic idea

Melodic pattern: Grouping, generally brief, of tones or pitches

Melody: Linear succession of sounds (pitches) and silences moving through time; the horizontal structure of music

Meter: Grouping of beats and divisions of beats in music, often in sets of twos (duple meter) or threes (triple meter)

Minor scale: Scale in which one characteristic feature is a half-step between the second and third tones; the three forms of the minor scale are natural, harmonic, and melodic

Modal: Music based on a mode other than major or minor

Modes: Seven-tone scales that include five whole steps and two half steps; the seven possible modes — Ionian, Dorian, Phrygian, Lydian, Mixolydian, Aeolian, and Locrian— were used in the Medieval and Renaissance periods and served as the basis from which major (Ionian) and minor (Aeolian) scales emerged

Model cornerstone assessment: Suggested assessment process, embedded within a unit of study, that includes a series of focused tasks to measure student achievement within multiple process components

Moderately complex formal structure: Musical form with three or more sections (such as rounded binary, rondo, or other novel design), in which section closure is somewhat nuanced or ambiguous, and the rhythmic, melodic, harmonic, and/or other musical materials across sections may be more distantly related while remaining coherent in some way

Mood: Over-all feeling that a section or piece of music conveys

Monophonic: Musical texture consisting of a single, unaccompanied melodic line

Motif/motive: Brief rhythmic/melodic figure or pattern that recurs throughout a composition as a unifying element

Movement: Act of moving in nonlocomotor (such as clapping and finger snapping) and locomotor (such as walking and running) patterns to represent and interpret musical sounds

Music literacy: Knowledge and understanding required to participate authentically in the discipline of music by independently carrying out the artistic processes of creating, performing, and responding

Music theory: Study of how music is composed and performed; analysis of the elements of music and the framework for understanding musical works

Music vocabulary: Domain-specific words traditionally used in performing, studying, or describing music (See Academic vocabulary)

Musical criteria: Traits relevant to assessing music attributes of a work or performance

Musical idea: Idea expressed in music, which can range in length from the smallest meaningful level (motive or short pattern) through a phrase, a section, or an entire piece

Musical range: Span between the highest and lowest pitches of a melody, instrument, or voice

Musical work: Piece of music preserved as a notated copy or sound recording or passed through oral tradition

Non-pitched instruments: Instruments, such as woodblocks, whistles, electronic sounds, that do not have definite pitches or tones

Notation: Visual representation of musical sounds

One-part formal structure: Continuous form, with or without an interruption, in which a singular instance of formal closure is achieved only at or near the end of the piece; also known as throughcomposed

Open-ended assessment: Assessment that allows students to demonstrate the learning of a particular outcome in a variety of ways, such as demonstrating understanding of rhythmic notation by moving, singing, or chanting

Pentatonic scale: Five-tone scale often identified with the pattern of the black keys of a keyboard, although other five-tone arrangements are possible

Perform: Process of realizing artistic ideas and work through interpretation and presentation

Performing, performance: Experience of engaging in the act of presenting music in a classroom or private or public venue (See also Artistic Process of Performing)

Performance decorum: Aspects of contextually appropriate propriety and proper behavior, conduct, and appearance for a musical performance, such as stage presence, etiquette, and appropriate attire

Performance practice: Performance and presentation of a work that reflect established norms for the style and social, cultural, and historical contexts of that work

Performance technique: Personal technical skills developed and used by a performer

Personal context: Unique experiences and relationships that surround a single person and are influenced by personal life, family, habits, interest, and preferences

Personally-developed criteria: Qualities or traits for assessing achievement level developed by students individually

Phrase: Musical segment with a clear beginning and ending, comparable to a simple sentence or clause in written text

Phrasing: Performance of a musical phrase that uses expressive qualities such as dynamics, tempo, articulation, and timbre to convey a thought, mood, or feeling

Piece: General, non-technical term referring to a composition or musical work

Pitch: Identification of a tone or note with respect to highness or lowness (i.e., frequency)

Plan: Select and develop musical ideas for creating a musical work

Polyphonic: Musical texture in which two or more melodies sound simultaneously

Polytonal: Music in which two or more tonalities (keys) sound simultaneously

Present: Share artistic work (e.g., a composition) with others

Program: Presentation of a sequence of musical works that can be performed by individual musicians or groups in a concert, recital, or other setting

Purpose: Reason for which music is created, such as, ceremonial, recreational/social, commercial, or generalized artistic expression

Refine: Make changes in musical works or performances to more effectively realize intent through technical quality or expression

Repertoire: Body or set of musical works that can be performed

Respond: Understand and evaluate how the arts convey meaning

Rhythm: Duration or length of sounds and silences that occur in music; organization of sounds and silences in time

Rhythmic passage: Short section or series of notes within a larger work that constitutes a single coherent rhythmic idea

Rhythmic pattern: Grouping, generally brief, of long and short sounds and silences

Rondo: Musical form consisting of three or more contrasting sections in which one section recurs, such as ABACA

Rubric: Established, ordered set of criteria for judging student performance; includes descriptors of student work at various levels of achievement

Scale: Pattern of pitches arranged in ascending or descending order and identified by their specific arrangement of whole and half steps

Score: Written notation of an entire music composition

Section: One of a number of distinct segments that together comprise a composition; a section consists of several phrases

Select: Choose music for performing, rehearsing, or responding based on interest, knowledge, ability, and context

Sensitivity: Skill of a creator, performer, or listener in responding to and conveying the nuances of sound or expression

Set: Sequence of songs or pieces performed together by a singer, band, or disc jockey and constituting or forming part of a live show or recording

Setting: Specified or implied instrumentation, voicing, or orchestration of a musical work

Setting of the text: Musical treatment of text as presented in the music

Share: Present artistic work (e.g., a composition) to others

Sight-reading: First attempt to perform a notated musical work

Simple formal structure: Musical form with a small number of distinct or clearly delineated sections, (such as simple binary, ternary, or other novel design), using closely related rhythmic, melodic, and harmonic materials across the sections

Social context: Environment surrounding something or someone's creation or intended audience that reflects and influences how people use and interpret the musical experience

Sonic events: Individual sounds (or sound masses) and silences whose succession forms patterns and contrasting units that are perceived as musical

Sonic experience: Perception and understanding of the sounds and silences of a musical work and their inter-relationship

Stage presence: Performer's ability to convey music content to a live audience through traits such as personal knowledge of the repertoire, exhibited confidence, decorum, eye contact and facial expression

Staging: Environmental considerations, such as lighting, sound, seating arrangement, and visual enhancements, that contribute to the impact of a musical performance

Standard notation: System for visually representing musical sound that is in widespread use; such systems include traditional music staff notation, tablature notation (primarily for fretted stringed instruments), and lead-sheet notation

Storyline: Extra-musical narrative that inspires or explains the structure of a piece of music

Strophic form: Vocal music in which the music repeats with a new set of text each time

Structure: Totality of a musical work

Style: Label for a type of music possessing distinguishing characteristics and often performance practices associated with its historical period, cultural context, and/or genre

Stylistic expression: Interpretation of expressive qualities in a manner that is authentic and appropriate to the genre, historical period, and cultural context of origin

Tablature: System of graphic standard notation, commonly used for fretted stringed instruments, in which a diagram visually represents both the fret board and finger placement on the fret board

Teacher-provided criteria: Qualities or traits for assessing achievement level that are provided to students by the teacher

Technical aspects: Characteristics enabling the accurate representation/presentation of musical ideas

Technical challenges: Requirements of a particular piece of music that stretch or exceed a performer's current level of proficiency in technical areas such as timbre, intonation, diction, range, or speed of execution

Technical accuracy, technical skill: Ability to perform with appropriate timbre, intonation, and diction as well as to play or sing the correct pitches and rhythms at a tempo appropriate to the musical work

Tempo: Rate or speed of the beat in a musical work or performance

Tension/release: Musical device (musical stress, instability, or intensity, followed by musical relaxation, stability, or resolution) used to create a flow of feeling

Ternary form: (See ABA)

Texture: Manner in which the harmonic (vertical) and melodic (horizontal) elements are combined to create layers of sound

Theme and variations: Musical form in which a melody is presented and then followed by two or more sections presenting variations of that melody

Timbre: Tone color or tone quality that distinguishes one sound source, instrument, or voice from another

Tonal pattern: Grouping, generally brief, of tones or pitches

Tonality: Tonic or key tone around which a piece of music is centered

Transfer: Use music knowledge and skills appropriately in a new context

Unity: Presence of structural coherence within a work, generally achieved through the repetition of various elements of music (See Variety)

Variety: Presence of structural contrast within a work for the purpose of creating and sustaining interest, generally achieved through utilizing variations in the treatment of the elements of music (See Unity)

Venue: Physical setting in which a musical event takes place

Vocables: Audible sounds and/or nonsense syllables used by vocalists to convey musical ideas or intent

Vocalizations: Vocal exercises that include no text and are sung to one or more vowels

THEATRE GLOSSARY OF TERMS

Acting techniques: Specific skills, pedagogies, theories, or methods of investigation used by an actor to prepare for a theatre performance

Believability: Theatrical choices thought to be "true" based upon an understanding of any given fictional moment, interpretation of text, and/or human interaction

Character traits: Observable embodied actions that illustrate a character's personality, values, beliefs, and history

Conflict: The problem, confrontation, or struggle in a scene or play; conflict may include a character against him or herself, a character in opposition to another character, a character against nature, a character against society, or a character against the supernatural

Creative drama: A process-centered, non-exhibitional approach to drama intended to benefit the performers themselves; story drama and process drama are two types of creative drama

Creative processes: The application of production and technical elements (see the definitions) to a theatrical production

Devised drama: Creation of an original performance piece by an ensemble

Dialogue: A conversation between two or more characters

Dramatic play: Make-believe where children naturally assign and accept roles, then act them out

Focus: Commitment by a participant (an actor, technician, director) to remain in the scope of the project or to stay within the world of the play

Genre: Relating to a specific kind or type of drama and theatre such as a tragedy, drama, melodrama, comedy, or farce

Gesture: An expressive and planned movement of the body or limbs

Given circumstances: The underlying actions and events that have happened before the play, story, or devised piece begins

Guided drama experience: A leader guides participants during a process drama, story drama, or creative drama experience (see the definitions) through side-coaching, narration, and prompting; the action of the drama does not stop in order for the leader to support the students; facilitator may guide participants in or out of role

Improvise: The spontaneous, intuitive, and immediate response of movement and speech; a distinction can be made between spontaneous improvisation, which is immediate and unrehearsed, and prepared improvisation, which is shaped and rehearsed

Imaginary elsewhere: An imagined location which can be historical, fictional, or realistic

Imagined worlds: An imaginary world created collectively by participants in a drama experience

Inner thoughts: The underlying and implied meaning or intentions in the character's dialogue or actions (also known as subtext)

Motivation: Reasons why a character behaves or reacts in a particular way in a scene or play

Non-representational materials: Objects which can be transformed into specific props through the imagination

Objective: A goal or particular need or want that a character has within a scene or play

Plot: A narrative as revealed through the action and/or dialogue; traditionally, a plot has the elements of exposition, inciting incident, conflict, rising action, climax, and resolution or falling action

Process drama: A non-linear, episodic, process-centered, improvised form of drama in which teacher and students are in-role exploring and reflecting on an issue, story, theme, problem, or idea in a non-exhibitional format that is intended to benefit the performers themselves

Production elements: Technical elements selected for use in a specific production, including sets, sound, costumes, lights, music, props, and make-up, as well as elements specific to the production such as puppets, masks, special effects, or other story telling devices/concepts

Scripted drama: A piece of writing for the theatre that includes a description of the setting, a list of the characters, the dialogue, and the action of the characters

Script analysis: The study of a script to understand the underlying structure and themes of the play's story, and the motives and objectives of its characters

Staging: Patterns of movement in a scene or play including, for example, stage crosses, entrances, and exits which help to convey meaning

Story drama: Episodic, process-centered, improvised form of drama that uses existing literature as a starting point for drama exploration, the drama explores moments (before, after, or within) that may not exist in the story and is presented in a non-exhibitional format that is intended to benefit the performers themselves

Story elements: Characters, setting, dialogue, and plot that create a story

Style: The use of a specific set of characteristic or distinctive techniques such as realism, expressionism, epic theatre, documentary theatre, or classical drama; style may also refer to the unique artistic choices of a particular playwright, director, or actor

Tactic: The means by which a character seeks to achieve their objective, the selection of tactics are based on the obstacle presented; in acting and directing a tactic refers to a specific action verb

Technical elements: The elements of spectacle such as sets, sound, costume, lights, music, props, and makeup used to create a unified and meaningful design for a theatrical production

Theatrical conventions: Practices and/or devices that the audience and actors accept in the world of the play even when it is not realistic, such as a narrator, flashback, or an aside

Theme: The aspect of the human condition under investigation in the drama; it can be drawn from unifying topics or questions across content areas

Visual composition: The arrangement of actors and scenery on a stage for a theatrical production, sometimes known as mise en scène

VISUAL ARTS GLOSSARY OF TERMS

Art: In everyday discussions and in the history of aesthetics, multiple (and sometimes contradictory) definitions of art have been proposed. In a classic article, "The Role of Theory in Aesthetics," Morris Weitz (1956) recommended differentiating between classificatory (classifying) and honorific (honoring) definitions of art In the Next Generation Core Visual Arts Standards, the word art is used in the classificatory sense to mean "an artifact or action that has been put forward by an artist or other person as something to be experienced, interpreted, and appreciated" An important component of a quality visual arts education is for students to engage in discussions about honorific definitions of art—identifying the wide range of significant features in art-making approaches, analyzing why artists follow or break with traditions and discussing their own understandings of the characteristics of "good art"

Artist statement: Information about context, explanations of process, descriptions of learning, related stories, reflections, or other details in a written or spoken format shared by the artist to extend and deepen understanding of his or her artwork; an artist statement can be didactic, descriptive, or reflective in nature

Artistic investigations: In making art, forms of inquiry and exploration; through artistic investigation artists go beyond illustrating pre-existing ideas or following directions, and students generate fresh insights—new ways of seeing and knowing

Art-making approaches: Diverse strategies and procedures by which artists initiate and pursue making a work

Artwork: Artifact or action that has been put forward by an artist or other person as something to be experienced, interpreted, and appreciated

Brainstorm: Technique for the initial production of ideas or ways of solving a problem by an individual or group in which ideas are spontaneously contributed without critical comment or judgment

Characteristic(s): Attribute, feature, property, or essential quality Characteristics of form (and structure) Terms drawn from traditional, modern, and contemporary sources that identify the range of attributes that can be used to describe works of art and design to aid students in experiencing and perceiving the qualities of artworks, enabling them to create their own work and to appreciate and interpret the work of others

Collaboration: Joint effort of working together to formulate and solve creative problems

Collaboratively: Joining with others in attentive participation in an activity of imagining, exploring, and/or making

Concepts: Ideas, thoughts, schemata; art arising out of conceptual experimentation that emphasizes making meaning through ideas rather than through materiality or form

Constructed environment: Human-made or modified spaces and places; art and design-related disciplines such as architecture, urban planning, interior design, game design, virtual environment, and landscape design shape the places in which people live, work, and play

Contemporary artistic practice: Processes, techniques, media, procedures, behaviors, actions, and conceptual approaches by which an artist or designer makes work using methods that, though they may be based on traditional practices, reflect changing contextual, conceptual, aesthetic, material and technical possibilities; examples include artwork made with appropriated images or materials, social practice artworks that involve the audience, performance art, new media works, installations, and artistic interventions in public spaces

Context: Interrelated conditions surrounding the creation and experiencing of an artwork, including the artist, viewer/audiences, time, culture, presentation, and location of the artwork's creation and reception

Copyright: Form of protection grounded in the U.S. Constitution and granted by law for original works of authorship fixed in a tangible medium of expression, covering both published and unpublished works

Creative commons: Copyright license templates that provide a simple, standardized way to give the public permission to share and use creative work on conditions of the maker's choice (http://creativecommons.org)

Creativity: Ability to conceive and develop rich, original ideas, discover unexpected connections, and invent or make new things

Criteria: In art and design, principles that direct attention to significant aspects of a work and provide guidelines for evaluating its success

Contemporary criteria: Principles by which a work of art or design is understood and evaluated in contemporary contexts which, for example, include judging not necessarily on originality, but rather on how the work is re-contextualized to create new meanings

Established criteria: Identified principles that direct attention to significant aspects of various types of artwork in order to provide guidelines for evaluating the work; these may be commonly accepted principles that have been developed by artists, curators, historians, critics, educators and others or principles developed by an individual or group to pertain to a specific work of art or design

Personal criteria: Principles for evaluating art and design based on individual preferences

Relevant criteria: Principles that apply to making, revising, understanding, and evaluating a particular work of art or design that are generated by identifying the significant characteristics of a work

Critique: Individual or collective reflective process by which artists or designers experience, analyze, and evaluate a work of art or design

Cultural contexts: Ideas, beliefs, values, norms, customs, traits, practices, and characteristics shared by individuals within a group that form the circumstances surrounding the creation, presentation, preservation, and response to art

Cultural traditions: Pattern of practices and beliefs within a societal group

Curate: Collect, sort, and organize objects, artworks, and artifacts; preserve and maintain historical records and catalogue exhibits

Curator: Person responsible for acquiring, caring for, and exhibiting objects, artworks, and artifacts

Design: Application of creativity to planning the optimal solution to a given problem and communication of that plan to others

Digital format: Anything in electronic form including photos, images, video, audio files, or artwork created or presented through electronic means; a gallery of artwork viewed electronically through any device

Engagement: Attentive participation in an activity of imagining, exploring, and making

Exhibition narrative: Written description of an exhibition intended to educate viewers about its purpose

Expressive properties: Moods, feelings, or ideas evoked or suggested through the attributes, features, or qualities of an image or work of art

Fair use: Limitation in copyright law which sets out factors to be considered in determining whether or not a particular use of one's work is "fair," such as the purpose and character of the use, the amount of the work used, and whether the use will affect the market for the work

Formal and conceptual vocabularies: Terms, methods, concepts, or strategies used to experience, describe, analyze, plan, and make works of art and design drawn from traditional, modern, contemporary, and continually emerging sources in diverse cultures

Genre: Category of art or design identified by similarities in form, subject matter, content, or technique

Image: Visual representation of a person, animal, thing, idea, or concept

Imaginative play: Experimentation by children in defining identities and points of view by developing skills in conceiving, planning, making art, and communicating

Innovative thinking: Imagining or and conceiving something new and unexpected, including fresh ideas and ways of looking at things and new approaches to old problems as well as formulating new problems

Material culture: Human-constructed or human-mediated objects, forms, or expressions, that extend to other senses and study beyond the traditional art historical focus on the exemplary to the study of common objects, ordinary spaces, and every day rituals

Materials: Substances out of which art is made or composed, ranging from the traditional to "nonart" material and virtual, cybernetic, and simulated materials

Medium/Media: Mode(s) of artistic expression or communication; material or other resources used for creating art

Open source: Computer software for which the copyright holder freely provides the right to use, study, change, and distribute the software to anyone for any purpose (http://opensource.org/)

Play: Spontaneous engaged activity through which children learn to experience, experiment, discover, and create

Portfolio: Actual or virtual collection of artworks and documentation demonstrating art and design knowledge and skills organized to reflect an individual's creative growth and artistic literacy

Preservation: Activity of protecting, saving, and caring for objects, artifacts, and artworks through a variety of means

Preserve: Protect, save, and care for (curate) objects, artifacts, and artworks

Style: Recognizable characteristics of art or design that are found consistently in historical periods, cultural traditions, schools of art, or works of an individual artist

Technologies: Tools, techniques, crafts, systems, and methods to shape, adapt, and preserve artworks, artifacts, objects, and natural and human-made environments

Text: That form which information can be gathered, expanding beyond the traditional notion of written language to encompass visual representations such as paintings, sculpture, diagrams, graphics, films, and maps

Venue: Place or setting for an art exhibition, either a physical space or a virtual environment

Visual components: Properties of an image that can be perceived

Visual imagery: Group of images; images in general Visual organization approaches and strategies Graphic design strategies such as hierarchy, consistency, grids, spacing, scale, weight, proximity, alignment, and typography choice used to create focus and clarity in a work

Visual plan: Drawing, picture, diagram, or model of the layout of an art exhibit where individual works of art and artifacts are presented along with interpretive materials within a given space or venue

Idaho Dance Standards White Paper

Introduction
We, the Dance Standards Revision Executive Committee, upon review of the new dance standards as presented by the State Educational Agency Directors for Arts Education (SEADAE), recommend the adoption of these standards for the State of Idaho. These standards provide the guidelines for assisting Idaho students to move sequentially from public education towards college and career readiness.

Dance Education
Dance education provides all students with opportunities to participate in, understand, create, reflect and value the art of dance. Students exposed and trained in dance develop *dance literacy*, and participate in multiple ways of communicating and collaborating. Dance enhances any and all students' abilities to develop creativity, imagination, innovation, critical thinking and problem solving.

An education in dance fosters movement experiences where students are engaged in creating, performing, responding, and connecting. "The art of dance uses movement to communicate meaning about the human experience. It is far more than exercise or entertainment. It is a powerful medium to express one's values, thoughts, and aspirations about the lives we live and the world in which we live." (National Dance Education Organization).

Dance Literacy Defined
'Dance literacy is the ability to identify, understand, interpret, create, communicate and analyze, using movement, spoken language, written materials, and symbolic means in varying contexts. Dance literacy involves a continuum of learning by enabling individuals to achieve their goals, develop their art, knowledge and potential, as well as participate fully in their community and wider society' (Curran 28). In comparing the current Idaho Humanities Standards for Dance, the new standards more clearly reflect our values in dance as art in education.

The new Dance Standards are designed:

- To build upon essential questions and enduring understandings that connect all art forms through eleven anchor standards.
- To identify the learning that we want for all of our students and to drive improvement in the system that delivers learning.
- To guide the delivery of arts education in the classroom in new ways of thinking, learning and creating.
  To clarify through clear, concise, flexible standards for educators.
- To inform educators about implementation of arts programs for the traditional and emerging models and structures of education.
- To frame the artistic literacy, as outlined in philosophical foundations, lifelong goals and artistic processes.
- To focus a framework that delivers the educational nuance of standards in only four artistic processes (creating, performing, responding and connecting), bringing together what artists do and what we want our students to do.

Conclusion
The Idaho Dance Standards Revision Executive Committee, comprised of a group of experienced and qualified dance educators, recognize the extensive work that has gone into the creation of the new Arts Standards and value how they will support a quality arts education for Idaho's youth.

Resources:
Curran, T. (2014) Perspectives on Literacy and Dance Literacy.
National Dance Education Organization website www.ndeo.org

Dance Committee Members:

Kay Braden, Idaho Commission on the Arts Teaching Dance Artist: Freelance Teacher/Choreographer
Leah Stephens Clark, Foothills School of Arts and Sciences, Boise: Performing Arts Specialist
Molly S. Jorgensen, Idaho State University School of Performing Arts: Dance Faculty
Sandee Nelson, Minidoka County School District: Teacher/Dance Coach Minico High School
Rachel Swenson, Idaho Fine Arts Academy Middle School Dance Specialist, Idaho Commission on the Arts Teaching Dance Artist

Idaho Interdisciplinary Humanities Standards White Paper

Definition:

The Interdisciplinary Humanities course is a pathway for learners to discover and understand the human experience through a balanced and integrated combination of the arts and/or humanities with inclusion of **two or more** of the following content areas: architecture, philosophy, literature, world religions, visual and media arts, music, dance, theater, history and world languages.

Purpose:

In order to prepare students both to appreciate and apply the role of the arts and humanities in critical thinking and creative problem solving, an interdisciplinary humanities course will explore the human experience through the analysis and interpretation of themes, issues, and/or movements. The Interdisciplinary Humanities course will encourage students to become lifelong explorers who discover their connectedness to the records of lived experiences outside of their own individual social and cultural context. Through the creation/interpretation/communication of an original work and through the performance/presentation/production of that work, students are able to gain new perspectives.

Design:

The Interdisciplinary Humanities course should provide a well-rounded, thematic hands-on experience. The course is intended to integrate content from **two or more** arts and humanities disciplines. This course must be built upon the following five anchor standards: connect and compare, respond, create, present, and reflect. The standards for the Interdisciplinary Humanities course do not provide discipline content; the content should be derived from the selected disciplines.

Pedagogy:

In the Interdisciplinary Humanities classroom, the teacher(s) will have extensive expertise in two or more disciplines and will enable students to identify and apply authentic connections. Instruction will integrate essential concepts that transcend individual disciplines. The integration must be balanced in content, practices, and assessments. Structured around themes, issues, and/or movements, instruction will maintain a balance of academic study, performance, and project-based learning. The instructor will foster a collaborative environment that encourages academic risk-taking and inquiry.

Interdisciplinary Humanities Committee Members:

Chair: Heather Ohrtman Rogers, Lewiston: English, Spanish, Graphic Design Instructor

Steve Besel, Midvale, Music: Theatre, Interdisciplinary Humanities Instructor

Melissa Hegg, Boise: Sage International Charter School, English and Interdisciplinary Humanities Instructor

Kate Hunter, West Ada School District: Arts and Humanities Coordinator

Peggy Fiske, Lapwai Schools: Art Instructor

Maura Goodard, Boise School District: History Instructor

Jamie Keller-Mann, West Ada District: History, Interdisciplinary Humanities Instructor

Ted McManus, McCall/Donnelly School District: History, Interdisciplinary Humanities Instructor

Dave Marotz, Rexburg: Principal

Lisa Nelson, Troy: Art Instructor

Dr. Dan Prinzing, Boise: Wassmuth Center for Human Rights

Carrie Seymour, Boise State University: Interdisciplinary Studies Associate Professor

Idaho Media Arts White Paper

Media Arts Standards Recommendation

We, the Executive Committee on Media Arts Standards Revision, make recommendation that the Idaho State Department of Education adopt the State Educational Agency Directors for Arts Education new Media Arts Standards. As a new strand that has been adopted as a fifth arts discipline, Media Arts combines art and technology as an avenue that drives, critical, creative thinking. The flexibility and broad application of the new arts standards are particularly beneficial for Media Arts given the diversity and rapid evolution of the field. These standards are inclusive of at-risk and culturally diverse students. These standards will help ensure that students are not forced to work with outdated tools or strategies by allowing educators to incorporate new and emerging technologies into their programs on a continuing basis.

What are Media Arts?

Media Arts is a collection of expressive media that lie between two historical trajectories: computing and communications media. Included within that field of media arts are intentionally expressive work that are defined by what they are not. For instance, Media Arts are neither traditional media manipulated by hand (stone, ceramics, paint) nor are they productivity or visualization products not intended for expressivity (MRI scans, word processing, and other productivity tools). The technological products on the periphery of defined media arts can be included if the creator developed the product with intentional expressivity.

Media Arts consumes or augments many longstanding artistic and design oriented curricula. For instance, Graphic Design courses fit well within the Media Arts as do Photo- and Video-journalism courses. Students practicing Media Arts can and should synthesize tools and disciplinary approaches for creative problem solving. Due to the field's broad nature, Media Arts are changing constantly, and it is important to not specify software packages or skills sets too narrowly.

Where do we see Media Arts currently?

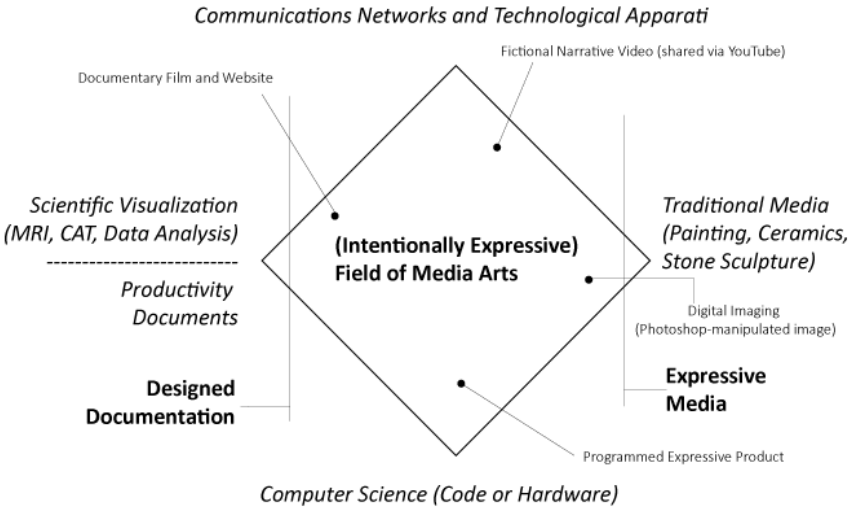
Media Arts is currently woven into a variety of classes that are listed in the 9-12th grade Idaho Career Clusters. In the K-8 curriculum, Media Arts has been already integrated throughout inquiry and project-based learning; however, it might not have been identified as such. In the past, there have been no media arts standards, so current standards exist within Idaho's Professional Technical Standards, Information and Communication Technology Standards, The International Society for Technology in Education (ISTE), Visual Arts, English Language Arts, Engineering, or other content areas. When the process and/or product of a class/course results in an intentional artistic expression using media arts, the instructor and students should refer to the new Media Arts to find objectives, goals, and resources for that course.

The Future of Media Arts

Media Arts is critical for college and career readiness in today's technologically driven society. It is essential for students to become creative contributors in a collaborative, digital global workforce.

Although the current courses address some opportunities for students to learn and produce elements of media arts such as storytelling, coding, design thinking, and communication design, there is an identified need and desire to have a Media Arts adopted curriculum.
Some suggestions for further implementation of this adopted curriculum could include the following topics.

- User Interface Design (website development, mobile applications, kiosks)
- Understanding and Creating with Programming Language (coding)
- Game Design
- Animation (3D, stop-motion, web)
- Video Production
- Conceptual Development (makerspace)
- Lighting Design
- Sound Design
- Communication Design



Media Arts Committee Members:

Jacob Carder, Twin Falls High School, Art Instructor
Shelly McElliott, Xavier Charter School: Technology Coordinator
Katy Shanafelt, Boise High School: Visual Art Instructor
Georgina Goodlander, Idaho Fall Arts Council: Visual Arts Director
Dr. Greg Turner Rahman, University of Idaho: Professor of Media Arts
Marita Diffenbaugh , Boise School District: K-12 Instructional Technology Manager

Idaho Music Standards White Paper

The Problem: Current Music Standards are Inadequate for 21st Century Music Classrooms

It is well-known that learning music concepts enhances learning in all subject areas, yet the current Idaho Standards for music, which were adopted in 2008, are primarily skill-based standards. The new Idaho Music Standards emphasize concepts, allowing districts to write skill-based curricula guided by the principles of the Enduring Understandings and Essential Questions under each major category. In addition, the current standards do not differentiate between the many different strands of music. The new proposed standards have 5 strands, with specialized standards for each strand.

New Music Standards Organization

In the past four years, SEADAE (State Education Agencies Directors of Arts Education) have organized a new framework for teaching and learning in the arts. The new standards revolve around four artistic processes: Creating, Performing/Producing/ Presenting, Responding, and Connecting. The strand of Performing has been enlarged to include Producing and Presenting, which are expanded aspects of performing. The new strand of Connecting brings the classroom study of music into a larger context of its place in the arts and in the community of overall learning. This overall organization provides music educators with a framework of "Enduring Understandings" and "Essential Questions." Using the new standards, Idaho teachers and school districts may create effective curriculum and lessons, providing a complete and thorough music education.

Committee recommendations:

Music Strand:

- Add parenthetical explanation to the title – (e.g. General Music, Music Appreciation)
- Extend the standards through HS Advanced to allow for high school classes such as music history or music appreciation

Music-Traditional and Emerging Ensemble Strands:

- Add parenthetical explanation to the title – (i.e. Performing Ensembles)
- Copy music strand standard MU:Pr6.1.8.e to also be MU:Pr6.1.E.5c for the purpose of including performing etiquette in performing classes
- Remove HS from all proficiency levels for the purpose of differentiation of instruction at both MS and HS. Listing would read: Novice, Intermediate, Proficient, Accomplished, Advanced

Music-Harmonizing Instruments Strand

- Add parenthetical explanation to the title (e.g.: guitar, keyboard)Remove HS from proficiency levels

Music-Composition and Theory Strand

- Re-title to Music-Composition and/or Theory Strand

Request Adoption:

Because we believe the new standards better serve Idaho students and will allow Idaho teachers to build curriculum more appropriate to the classroom needs of our teachers and learners, the music committee requests adoption of the 2015 music standards. The standards will be presented both in chart format, to allow teachers to view standards across K-12 and outline format, which will allow teachers to copy and paste the standards into daily lesson plans.

Music Committee Members:

Chair: Barbara Oldenburg, West Ada School District: General Music Instructor
Aimee Atkinson, Renaissance High School: Choral Music Director
Matt Barkley, Post Falls High School: Band Director
Julie Burke, Lewiston High School: Choral Music Director
Quentin DeWitt, Rocky Mountain High School: Band Director
Tyler Eriksen, Eagle High School: Band Director
Shirley Van Paepeghem, North Star Charter School: General Music nstructor
Dr. Greg Springer, Boise State University: Music Education Professor

Idaho Theatre Arts Standards White Paper

Background
As Theatre Arts Educators, we strive to provide an enriched curriculum that fosters vibrant imaginative skills, empowered personal expression, and an appreciation and support of cultural diversity. A theatre arts curriculum provides an environment where student learning and experience are fused together to create innovative and influential works. A solid foundation of theatre standards will provide Idaho students with a highly sought after set of interpersonal skills that transcend the classroom.

We, the Executive Committee on Humanities Theatre Standards Revision, make recommendation for the adoption of the new Theatre arts Standards recently developed by the State Education Agency Directors of Arts Education . As the Theatre Arts Association states, "Arts standards create a pathway to quality arts learning and teaching; prepare students for college and career; and affirm the arts as a core academic subject."

The adoption of the new Theatre Arts Standards supports:

- Clarity through concise, flexible standards for educators
- The opportunity to deepen the understandings of each content area
- A framework for individual teacher creativity and flexibility
- The students' learning in the four artistic processes of Creating, Performing, Responding, and Connecting
- Intentional focus on relating personal learning and experience to artistic expression and other disciplines
- Contemporary thought, practices, and technologies
- All arts disciplines, fostering a greater degree of cross collaboration
- Literacy that embraces artistic expression through reading, writing and analysis of contemporary and historical texts

Grade-by-grade performance standards from kindergarten to the three high school levels of achievement articulate student achievement in theatre and translate the standards into measurable goals.

We submit that with the adoption of these standards, Idaho educators will have a comprehensive document to advance their theatre arts objectives, thereby preparing their students to be critical thinkers and contributing citizens.

Theatre committee Members:

D. Sterling Blackwell, Centennial High School: Theatre Instructor
Brett Eshelman, Boise High School: Theatre Instructor
James Haycock, Twin Falls High School: Theatre Instructor
Tracy Harrison, Eagle High School: Theatre Instructor

Idaho Visual Arts Standards White Paper

Introduction
We, the Visual Arts Standards Revision Executive Committee, upon review of the new Visual Arts Standards as presented by the State Education Agency Directors of Arts Education (SEADAE) enthusiastically recommend the adoption of these standards for the State of Idaho. We recognize the extensive research, time and collaboration that went into developing these standards. We found that these standards are inclusive of at-risk and culturally diverse students reflected in the student population in Idaho. These standards provide the guidelines for assisting Idaho students to move sequentially from public education towards college and career readiness.

The new Visual Arts Standards provide a broad, flexible and sequential framework that meets the needs of educators in developing curriculum at a local level. The standards will guide teachers in instructing students in problem solving, collaboration, artistic practice, visual literacy, reflection, and experimentation, all contributing to educated citizens in our increasingly creative global economy.

Visual Arts Standards
In comparing the current Idaho Humanities Standards for Visual Arts, the new standards more clearly reflect our values in Visual Arts education and assist in the creation of curriculum.

The new Visual Arts Standards are designed:

- To clarify through clear, concise, flexible standards for educators
- To promote critical thinking, creative thinking, and problem solving skills
- To build upon essential questions and enduring understandings that connect all art forms through eleven anchor standards
- To encourage Individual investigation as well as collaborative practice
- To support 21st Century skills, practice, and technologies
- To provide objective learning and assessment opportunities with accountability for instruction and achievement
- To help students develop awareness and understand the lives of people of different times and cultures
- To relate artistic ideas and works with societal, cultural and historical context to deepen understanding

What are Visual Arts?
The visual arts include the traditional fine arts, such as painting, drawing, sculpture, ceramics and the design arts. Visual art is defined by self-expression through creative art making. Additionally, the visual arts provide students with diverse backgrounds and needs an opportunity for discovery, self-expression, and communication. The Idaho visual arts standards committee members understand the importance of having rigorous standards in order to create a strong curriculum. We know that the Idaho Visual Arts Standards will encompass this shared belief.

Visual Arts Committee members:

Chair: Camille Johnson, Twin Falls High School: Art Instructor
Michele Emery, Frank Church Alternative High School, Boise: Art Instructor
Peggy Fiske, Lapwai School District: Art Instructor
Lola Johnson, Lowell Scott Middle School, West Ada School District: Art Instructor
Dr. Kathleen Keys, Boise State University: Professor of Art Education
Sally Machlis, University of Idaho: Chair, Department of Art and Design
Ruth Piispanen, Idaho Commission on the Arts: Director of Arts Education

Idaho World Language Standards White Paper

Introduction

We, the World Language Executive Standards Revision Committee, upon review and discussion of the present World Language Standards as presented by The American Council of Teachers of Foreign Language highly recommend the adoption of the five main goal areas (Communication, Cultures, Connections, Comparisons and Communities) as a the basis for standards for the State of Idaho. We recognize the valid and extensive research, and the time and collaboration that went into developing the World Language Standards. These goals areas meet the needs of all Idaho students. We are proposing that Idaho utilize our own standards within each goal area to meet the needs of our students. The standards we are proposing are equally applicable to learners at all levels, native speakers and heritage speakers (including English Language Learners), American Sign Language, and Classical Languages (Latin and Greek). The proposed standards include language to reflect the current educational landscape in Idaho and will strongly serve the needs of all students in our state. These standards and performance indicators provide flexible and sequential guidelines that serve the needs of World Language Educators in all levels of language instruction in all districts.

Rationale for Change

Problem:

Current Idaho State World Language Standards (adopted in 2008) do not complement the 2012 ACTFL World-Readiness Standards for Learning Languages nor the Idaho Core and its mandate for literacy, 21st century skills, and College and Career readiness in all content areas. *Pg. 4 Common Core State Standards Workbook:* "The standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility…" The 2008 Idaho State World Language Standards do not require the same depth that the ACTFL World-readiness standards recommend, though many Idaho educators are currently incorporating these more rigorous essential competencies into their classrooms.

Solution:

ACTFL and IATLC (Idaho Association of Teachers of Languages and Cultures – the state professional organization) have taken a lead in language research and education in the nation and state respectively. As a part of that process, ACTFL has established robust and rigorous World Readiness Standards for Learning Languages that align directly with the goals of the Idaho Core.

As such we propose that the State of Idaho support aligning the main goal areas in Idaho's World Language Standards with those in the ACTFL World Readiness Standards for Learning Languages. This will provide local flexibility while still preparing Idaho's students for colleges and careers. The goal areas are written globally and encompass instructional and proficiency levels ranging from 'novice low' to 'distinguished', regardless of age, grade level, or instructional program.

The new set of standards would provide a statewide common language (terminology), targeted outcomes to determine proficiency regardless of age or program, and a clear articulation of the power of language learning within an increasingly global economy.

These standards focus instruction on performance-based tasks and applicable outcomes, and therefore directly correlate to and support the movement in Idaho toward assessments that measure students' communication skills.

The five goal areas are designed:

- To guide learners to interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- To prepare learners to use the language to investigate, explain, and reflect upon the relationship between the practices and perspectives of the cultures studied.
- To encourage learners to build, reinforce, and expand their knowledge of the other disciplines while using the language to develop critical thinking and to solve problems creatively.
- To prepare learners to use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- To give learners the tools to use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- To clarify through clear, concise, flexible standards for educators.
- To guide the delivery of World Language education in the classroom in new ways of thinking learning and creating.
- To build upon essential questions and enduring understandings through anchor standards.

World Language Standards Committee Members:

Cynthia Cook, Mountain Home High School: German Instructor
Helga Frankenstein, Boise School District: World Language Supervisor
Andrew Horning, Kuna High School: French Instructor
Kate Hunter, West Ada School District: World Language Supervisor
Sheila Miller, Borah High School: Spanish/Japanese Instructor
Heather Ohrtman-Rogers, Jenifer Junior High School, Lewiston: Spanish Instructor
Craig Sheehy, Columbia High School, Nampa: Spanish Instructor
Becca Sibrian, Boise State University: German Senior Lecturer

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Idaho State Science Standards

Draft

April 2015

Table of Contents

Elementary School (Kindergarten)

PS: Physical Sciences

PS1-K Motion and Stability: Forces and Interactions

Disciplinary Core Ideas (DCI)

PS2.A: Forces and Motion

- Pushes and pulls can have different strengths and directions. (PS1-K-1, PS1-K-2)
- Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (PS1-K-1, PS1-K-2)

PS2.B: Types of Interactions

- When objects touch or collide, they push on one another and can change motion. (PS1-K-1)

PS3.C: Relationship Between Energy and Forces

- A bigger push or pull makes things speed up or slow down more quickly. (PS1-K-1)

ETS1.A: Defining Engineering Problems

- A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions. (PS1-K-2)

Performance Expectations (PE)

Students who demonstrate understanding can:

PS1-K-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

- Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.
- Assessment Boundary: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.

PS1-K-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

- Clarification Statement: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn.
- Assessment Boundary: Assessment does not include friction as a mechanism for change in speed.

Science and Engineering Practices (SEP)

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

- With guidance, plan and conduct an investigation in collaboration with peers. (PS1-K-1)

Analyzing and Interpreting Data

Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

- Analyze data from tests of an object or tool to determine if it works as intended. (PS1-K-2)

Crosscutting Concepts (CCC)

Cause and Effect

Simple tests can be designed to gather evidence to support or refute student ideas about causes. (PS1-K-1, PS1-K-2)

Connections to the Nature of Science	
Scientific Investigations Use a Variety of Methods Scientists use different ways to study the world. (PS1-K-1)	

Idaho Common Core Connections

ELA/Literacy	Mathematics
RI.K.1 *With prompting and support, ask and answer questions about key details in a text (PS1-K-2)* ***W.K.7*** *Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them. (PS1-K-1)* ***SL.K.3*** *Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (PS1-K-2)*	***MP.2*** *Reason abstractly and quantitatively. (PS-1-K-1)* ***K.MD.A.1*** *Describe measureable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (PS-1-K-1)* ***K.MD.A.2*** *Directly compare two objects with a measurable attribute in common, to see which object has "more of/less of" the attribute and describe the difference. (PS1-K-1)*

PS2-K Energy

Disciplinary Core Ideas (DCI)	
PS3.B: Conservation of Energy and Energy Transfer • Sunlight warms Earth's surface. (PS2-K-1, PS2-K-2)	
Performance Expectations (PE)	
Students who demonstrate understanding can: **PS2-K-1. Make observations to determine the effect of sunlight on Earth's surface.** • Clarification Statement: Examples of Earth's surface could include sand, soil, rocks, and water. • Assessment Boundary: Assessment of temperature is limited to relative measures such as warmer/cooler. **PS2-K-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.** • Clarification Statement: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun.	
Science and Engineering Practices (SEP)	**Crosscutting Concepts (CCC)**
Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions. • Make observations (firsthand or from media) to collect data that can be used to make comparisons. (PS2-K-1) **Constructing Explanations and Designing Solutions** Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions. • Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem. (K-PS3-2)	**Cause and Effect** Events have causes that generate observable patterns. (PS2-K-1, PS2-K-2)

Connections to Nature of Science **Scientific Investigations Use a Variety of Methods** Scientists use different ways to study the world. (PS2-K-1)	
Idaho Common Core Connections	
ELA/Literacy ***W.K.7*** *Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them. (PS2-K-2)*	Mathematics ***K.MD.A.2*** *Directly compare two objects with a measurable attribute in common, to see which object has "more of/less of" the attribute and describe the difference. (PS2-K-1),(PS2-K-2)*

LS: Life Sciences

LS1-K Molecules to Organisms: Structure and Processes

Disciplinary Core Ideas (DCI)	
LS1.C: Organization for Matter and Energy Flow in Organisms • All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (LS1-K-1) • Living and non-living things have distinct characteristics. (LS1-K-2)	
Performance Expectations (PE)	
Students who demonstrate understanding can: **LS1-K-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.** • Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water. **LS1-K-2. Use classification supported by evidence to differentiate between living and non-living items**. • Clarification Statement: Use chart or Venn diagram to sort objects or pictures into living and not-living items.	
Science and Engineering Practices (SEP)	Crosscutting Concepts (CCC)
Analyzing and Interpreting Data Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations. • Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (LS1-K-1) ***Connections to Nature of Science*** **Scientific Knowledge is Based on Empirical Evidence** Scientists look for patterns and order when making observations about the world. (LS1-K-1)	**Patterns** Patterns in the natural and human designed world can be observed and used as evidence. (LS1-K-1)

Idaho Common Core Connections	
ELA/Literacy ***W.K.7*** *Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them. (LS1-K-1),(LS1-K-2)*	Mathematics ***K.MD.A.2*** *Directly compare two objects with a measurable attribute in common, to see which object has "more of/less of" the attribute and describe the difference. (LS1-K-1),(LS1-K-2)*

ESS: Earth and Space Sciences

ESS1-K Earth's Systems

Disciplinary Core Ideas (DCI)
ESS2.D: Weather and Climate • Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (ESS1-K-1) • The four seasons occur in a specific order due to their weather patterns. (ESS1-K-1) **ESS2.E: Biogeology** • Plants and animals can change their environment. (ESS1-K-2) **ESS3.C: Human Impacts on Earth Systems** • Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (ESS1-K-2)

Performance Expectations (PE)
Students who demonstrate understanding can: **ESS1-K-1. Use and share observations of local weather conditions to describe patterns over time, which includes the 4 seasons.** • Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months. • Assessment Boundary: Assessment of quantitative observations limited to whole numbers and relative measures such as warmer/cooler. **ESS1-K-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.** • Clarification Statement: Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.

Science and Engineering Practices (SEP)	Crosscutting Concepts (CCC)
Analyzing and Interpreting Data Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations. • Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (ESS1-K-1) **Engaging in Argument from Evidence** Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s). • Construct an argument with evidence to support a claim. (ESS1-K-2)	**Patterns** Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (ESS1-K-1) **Systems and System Models** Systems in the natural and designed world have parts that work together. (ESS1-K-2)

Connections to Nature of Science	
Science Knowledge is Based on Empirical Evidence Scientists look for patterns and order when making observations about the world. (ESS1-K-1)	

Idaho Common Core Connections

ELA/Literacy	Mathematics
R.K.1 *With prompting and support, ask and answer questions about key details in a text. (ESS1-K-2)* ***W.K.1*** *Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. (ESS1-K-2)* ***W.K.2*** *Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (ESS1-K-2)* ***W.K.7*** *Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them. (ESS1-K-1),(ESS1-K-2)*	***MP.2*** *Reason abstractly and quantitatively. (ESS-1-K-1)* ***MP.4*** *Model with mathematics. (ESS1-K-1)* ***K.CC.A*** *Know number names and the count sequence. (ESS1-K-1)* ***K.MD.A.1*** *Describe measureable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (ESS-1-K-1)* ***K.MD.B.3*** *Classify objects into given categories; count the number of objects in each category and sort the categories by count. (ESS1-K-1)*

ESS2-K Earth and Human Activity

Disciplinary Core Ideas (DCI)

ESS3.A: Natural Resources
- Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (ESS2-K-1)

ESS3.B: Natural Hazards
- Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (ESS2-K-2)

ESS3.C: Human Impacts on Earth Systems
- Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (ESS2-K-3)

ETS1.A: Defining and Delimiting an Engineering Problem
- Asking questions, making observations, and gathering information are helpful in thinking about problems. (ESS2-K-2)

ETS1.B: Developing Possible Solutions
- Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (ESS2-K-3)

Performance Expectations (PE)

Students who demonstrate understanding can:

ESS2-K-1. Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.
- Clarification Statement: Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas; and, grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.

ESS2-K-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.
- Clarification Statement: Emphasis is on local forms of severe weather.

ESS2-K-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

- Clarification Statement: Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.

Science and Engineering Practices (SEP)	Crosscutting Concepts (CCC)
Asking Questions and Defining Problems Asking questions and defining problems in grades K–2 builds on prior experiences and progresses to simple descriptive questions that can be tested. • Ask questions based on observations to find more information about the designed world. (ESS2-K-2) **Developing and Using Models** Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, storyboard) that represent concrete events or design solutions. • Use a model to represent relationships in the natural world. (ESS2-K-1) **Obtaining, Evaluating, and Communicating Information** Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information. • Read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world. (ESS2-K-2) • Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas. (ESS2-K-3)	**Cause and Effect** Events have causes that generate observable patterns. (ESS2-K-2, ESS2-K-3) **Systems and System Models** Systems in the natural and designed world have parts that work together. (ESS2-K-1) ***Connections to Engineering, Technology, and Applications of Science*** **Interdependence of Science, Engineering, and Technology** People encounter questions about the natural world every day. (ESS2-K-2) **Influence of Engineering, Technology, and Science on Society and the Natural World** People depend on various technologies in their lives; human life would be very different without technology. (ESS2-K-2)

Idaho Common Core Connections

ELA/Literacy	Mathematics
R.K.1 *With prompting and support, ask and answer questions about key details in a text. (ESS2-K-2)* ***W.K.2*** *Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (ESS2-K-3)* ***SL.K.3*** *Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (ESS2-K-2)* ***SL.K.5*** *Add drawings or other visual displays to descriptions as desired to provide additional detail. (ESS2-K-1)*	***MP.2*** *Reason abstractly and quantitatively. (ESS-2-K-1)* ***MP.4*** *Model with mathematics. (ESS2-K-1),(ESS2-K-2)* ***K.CC*** *Counting and Cardinality (ESS2-K-1),(ESS2-K-2)*

Elementary School (1st Grade)

PS: Physical Sciences

PS1-1 Waves

Disciplinary Core Ideas (DCI)

PS4.A: Wave Properties

- Sound can make matter vibrate, and vibrating matter can make sound. (PS1-1-1)

PS4.B: Electromagnetic Radiation (light)

- Objects can be seen if light is available to illuminate them or if they give off their own light. (PS1-1-2)
- Some materials allow light to pass through them, others allow only some light through and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach. Mirrors can be used to redirect a light beam. (Boundary: The idea that light travels from place to place is developed through experiences with light sources, mirrors, and shadows, but no attempt is made to discuss the speed of light.) (PS1-1-3)

PS4.C: Information Technologies and Instrumentation

- People also use a variety of devices to communicate (send and receive information) over long distances. (PS1-1-4)

Performance Expectations (PE)

Students who demonstrate understanding can:

PS1-1-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

- Clarification Statement: Examples of vibrating materials that make sound could include tuning forks and plucking a stretched string. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.

PS1-1-2. Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.

- Clarification Statement: Examples of observations could include those made in a completely dark room, a pinhole box, and a video of a cave explorer with a flashlight. Illumination could be from an external light source or by an object giving off its own light.

PS1-1-3. Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.

- Clarification Statement: Examples of materials could include those that are transparent (such as clear plastic), translucent (such as wax paper), opaque (such as cardboard), and reflective (such as a mirror).
- Assessment Boundary: Assessment does not include the speed of light.

PS1-1-4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.

- Clarification Statement: Examples of devices could include a light source to send signals, paper cup and string "telephones," and a pattern of drum beats.
- Assessment Boundary: Assessment does not include technological details for how communication devices work.

Science and Engineering Practices (SEP)

Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

- Plan and conduct investigations collaboratively to produce evidence to answer a question. (PS1-1-1, PS1-1-3)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of

Crosscutting Concepts (CCC)

Cause and Effect

Simple tests can be designed to gather evidence to support or refute student ideas about causes. (PS1-1-1, PS1-1-2, PS1-1-3)

Connections to Engineering, Technology, and Applications of Science

Influence of Engineering, Technology, and Science, on Society and the Natural World

natural phenomena and designing solutions. • Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (PS1-1-2) • Use tools and materials provided to design a device that solves a specific problem. (PS1-1-4) ***Connections to Nature of Science*** **Scientific Investigations Use a Variety of Methods** Science investigations begin with a question. (PS1-1-1) Scientists use different ways to study the world. (PS1-1-1)	People depend on various technologies in their lives; human life would be very different without technology. (PS1-1-4)
Idaho Common Core Connections	
ELA/Literacy ***W.1.2*** *Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (PS1-1-2)* ***W.1.7*** *Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). (PS1-1-1),(PS1-1-2),(PS1-1-3),(PS1-1-4)* ***W.1.8*** *With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (PS1-1-1),(PS1-1-2),(PS1-1-3)* ***SL.1.1*** *Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (PS1-1-1),(PS1-1-2),(PS1-1-3)*	Mathematics ***MP.5*** *Use appropriate tools strategically. (PS1-1-4)* ***1.MD.A.1*** *Order three objects by length; compare the lengths of two objects indirectly by using a third object. (PS1-1-4)* ***1.MD.A.2*** *Express the length of an object as a whole number of length units, by layering multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. (PS1-1-4)*

LS: Life Sciences

LS1-1 Molecules to Organisms: Structure and Processes

Disciplinary Core Ideas (DCI)
LS1.A: Structure and Function • All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (LS1-1-1) **LS1.B: Growth and Development of Organisms** • Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (LS1-1-2) • Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (LS1-1-3) **LS1.D: Information Processing** • Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (LS1-1-1)
Performance Expectations (PE)
Students who demonstrate understanding can: **LS1-1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.** • Clarification Statement: Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales;

stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and, detecting intruders by mimicking eyes and ears.

LS1-1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

- Clarification Statement: Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).

LS1-1-3. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

- Clarification Statement: Changes organisms go through during their life form a pattern.
- Assessment Boundary: Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.

Science and Engineering Practices (SEP)

Constructing Explanations and Designing Solutions
Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.

- Use materials to design a device that solves a specific problem or a solution to a specific problem. (LS1-1-1)

Obtaining, Evaluating, and Communicating Information
Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.

- Read grade-appropriate texts and use media to obtain scientific information to determine patterns in the natural world. (LS1-1-2)

Developing and Using Models
Modeling in K-2 builds on prior experiences and progresses to building and revising simple models and using models to represent events and design solutions.

- Develop models to describe phenomena. (LS1-1-3)

Connections to Nature of Science

Scientific Knowledge is Based on Empirical Evidence
Scientists look for patterns and order when making observations about the world. (LS1-1-2)
Science findings are based on recognizing patterns. (LS1-1-3)

Crosscutting Concepts (CCC)

Patterns
Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence. (LS1-1-2)
Patterns of change can be used to make predictions. (LS1-1-3)

Structure and Function
The shape and stability of structures of natural and designed objects are related to their function(s). (LS1-1-1)

Connections to Engineering, Technology, and Applications of Science

Influence of Science, Engineering and Technology on Society and the Natural World
Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world. (LS1-1-1)

Idaho Common Core Connections

ELA/Literacy

RI.1.1 *Ask and answer questions about key details in a text. (LS1-1-2)*
RI.1.2 *Identify the main topic and retell key details of a text. (LS1-1-2)*
RI.1.10 *With prompting and support, read informational texts appropriately complex for grade. (LS1-1-2)*
RI.3.7 *Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (LS1-1-3)*
W.1.7 *Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). (LS1-1-1)*
SL.3.5 *Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. (LS1-1-3)*

Mathematics

MP.4 *Model with mathematics. (LS1-1-3)*
3.NBT *Number and Operations in Base Ten (LS1-1-3)*
1.NBT.B.3 *Compare two two-digit numbers based on the meanings of the tens and one digits, recording the results of comparisons with the symbols >, =, and <. (LS1-1-2)*
1.NBT.C.4 *Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning uses. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. (LS1-1-2)*
1.NBT.C.5 *Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. (LS1-1-2)*
1.NBT.C.6 *Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations,*

	and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (LS1-1-2) ***3.NF*** *Number and Operations—Fractions (LS1-1-3)*

LS2-1 Heredity: Inheritance and Variation of Traits

Disciplinary Core Ideas (DCI)	
LS3.A: Inheritance of Traits • Young animals are very much, but not exactly like, their parents. Plants also are very much, but not exactly, like their parents. (LS2-1-1) **LS3.B: Variation of Traits** • Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. (LS2-1-1)	
Performance Expectations (PE)	
Students who demonstrate understanding can: **LS2-1-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.** • Clarification Statement: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same. • Assessment Boundary: Assessment does not include inheritance or animals that undergo metamorphosis or hybrids.	
Science and Engineering Practices (SEP)	**Crosscutting Concepts (CCC)**
Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions. • Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (LS2-1-1)	**Patterns** Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence. (LS2-1-1)
Idaho Common Core Connections	
ELA/Literacy ***1.RI.1*** *Ask and answer questions about key details in a text. (LS2-1-1)* ***W.1.7*** *Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). (LS2-1-1)* ***W.1.8*** *With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (LS2-1-1)*	Mathematics ***MP.2*** *Reason abstractly and quantitatively. (LS2-1-1)* ***MP.5*** *Use appropriate tools strategically. (LS2-1-1)* ***1.MD.A.1*** *Order three objects by length; compare the lengths of two objects indirectly by using a third object. (LS2-1-1)*

ESS: Earth and Space Sciences

ESS1-1 Earth's Place in the Universe

Disciplinary Core Ideas (DCI)
ESS1.A: The Universe and its Stars

- Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (ESS1-1-1)

ESS1.B: Earth and the Solar System

- Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (ESS1-1-2)
- Seasons are created by weather patterns for a particular region and time. Local patterns create 4 distinct seasons. (ESS1-1-2)

Performance Expectations (PE)

Students who demonstrate understanding can:

ESS1-1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.

- Clarification Statement: Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day.
- Assessment Boundary: Assessment of star patterns is limited to stars being seen at night and not during the day.

ESS1-1-2. Make observations at different times of year to relate the amount of daylight to the time of year.

- Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.
- Assessment Boundary: Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.

Science and Engineering Practices (SEP)

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

- Make observations (firsthand or from media) to collect data that can be used to make comparisons. (ESS1-1-2)

Analyzing and Interpreting Data

Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

- Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (ESS1-1-1)

Crosscutting Concepts (CCC)

Patterns

Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (ESS1-1-1, ESS1-1-2)

Connections to Nature of Science

Scientific Knowledge Assumes an Order and Consistency in Natural Systems

Science assumes natural events happen today as they happened in the past. (ESS1-1-1)
Many events are repeated. (ESS1-1-1)

Idaho Common Core Connections

ELA/Literacy

W.1.7 *Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). (ESS1-1-1),(ESS1-1-2)*
W.1.8 *With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (ESS1-1-1),(ESS1-1-2)*

Mathematics

MP.2 *Reason abstractly and quantitatively. (ESS1-1-2)*
MP.4 *Model with mathematics. (ESS1-1-2)*
MP.5 *Use appropriate tools strategically. (ESS1-1-2)*
1.OA.A.1 *Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations to represent the problem. (ESS1-1-2)*
1.MD.C.4 *Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. (ESS1-1-2)*

Elementary School (2nd Grade)

PS: Physical Sciences

PS1-2 Matter and Its Interactions

Disciplinary Core Ideas (DCI)

PS1.A: Structure and Properties of Matter

- Different kinds of matter exist and many of them can be solid, liquid, or gas depending on temperature. Matter can be described and classified by its observable properties. (PS1-2-1)
- Different properties are suited to different purposes. (PS1-2-2),(PS1-2-3)
- A great variety of objects can be built up from a small set of pieces. (PS1-2-3)

PS1.B: Chemical Reactions

- Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not. (PS1-2-4)

Performance Expectations (PE)

Students who demonstrate understanding can:

PS1-2-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

- Clarification Statement: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.

PS1-2-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.

- Clarification Statement: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency.
- Assessment Boundary: Assessment of quantitative measurements is limited to length.

PS1-2-3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.

- Clarification Statement: Examples of pieces could include blocks, building bricks, or other assorted small objects.

PS1-2-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

- Clarification Statement: Examples of reversible changes could include materials such as water and butter at different temperatures. Examples of irreversible changes could include cooking an egg, freezing a plant leaf, and heating paper.

Science and Engineering Practices (SEP)

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

- Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.(PS1-2-1)

Analyzing and Interpreting Data

Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

- Analyze data from tests of an object or tool to determine if it works as

Crosscutting Concepts (CCC)

Patterns

Patterns in the natural and human designed world can be observed. (PS1-2-1)

Cause and Effect

Events have causes that generate observable patterns. (PS1-2-4)

Simple tests can be designed to gather evidence to support or refute student ideas about causes. (PS1-2-2)

Energy and Matter

Objects may break into smaller pieces and be put together into larger pieces, or change shapes. (PS1-2-3)

intended. (PS1-2-2) **Constructing Explanations and Designing Solutions** Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions. • Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (PS1-2-3) **Engaging in Argument from Evidence** Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s). • Construct an argument with evidence to support a claim. (PS1-2-4) ***Connections to Nature of Science*** **Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena** Science searches for cause and effect relationships to explain natural events. (PS1-2-4)	***Connections to Engineering, Technology, and Applications of Science*** **Influence of Engineering, Technology, and Science, on Society and the Natural World** Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world. (PS1-2-2)
Idaho Common Core Connections	
ELA/Literacy ***RI.2.1*** *Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (PS12--4)* ***RI.2.3*** *Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (PS1-2-4)* ***RI.2.8*** *Describe how reasons support specific points the author makes in a text. (PS1-2-2),(PS1-2-4)* ***W.2.1*** *Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. (PS1-2-4)* ***W.2.7*** *Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (PS1-2-1),(PS1-2-2),(PS1-2-3)* ***W.2.8*** *Recall information from experiences or gather information from provided sources to answer a question. (PS1-2-1),(PS1-2-2),(PS1-2-3)*	Mathematics ***MP.2*** *Reason abstractly and quantitatively. (PS1-2-2)* ***MP.4*** *Model with mathematics. (PS1-2-1),(PS1-2-2)* ***MP.5*** *Use appropriate tools strategically. (PS1-2-2)* ***2.MD.D.10*** *Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (PS1-2-1),(PS1-2-2)*

LS: Life Sciences

LS1-2 Ecosystems: Interactions, Energy, and Dynamics

Disciplinary Core Ideas (DCI)
LS2.A: Interdependent Relationships in Ecosystems • Plants depend on water and light to grow. (LS1-2-1) • Plants depend on animals for pollination or to move their seeds around. (LS1-2-2) **ETS1.B: Developing Possible Solutions** • Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.(LS1-2-2)
Performance Expectations (PE)

Students who demonstrate understanding can:

LS1-2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.

- Assessment Boundary: Assessment is limited to testing one variable at a time.

LS1-2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

Science and Engineering Practices (SEP)	Crosscutting Concepts (CCC)
Developing and Using Models Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions. • Develop a simple model based on evidence to represent a proposed object or tool. (LS1-2-2) **Planning and Carrying Out Investigations** Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions. • Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. (LS1-2-1)	**Cause and Effect** Events have causes that generate observable patterns. (LS1-2-1) **Structure and Function** The shape and stability of structures of natural and designed objects are related to their function(s). (LS1-2-2)

Idaho Common Core Connections

ELA/Literacy	Mathematics
W.2.7 *Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (LS1-2-1)* ***W.2.8*** *Recall information from experiences or gather information from provided sources to answer a question. (LS1-2-1)* ***SL.2.5*** *Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (LS1-2-2)*	***MP.2*** *Reason abstractly and quantitatively. (LS1-2-1)* ***MP.4*** *Model with mathematics. (LS1-2-1),(LS1-2-2)* ***MP.5*** *Use appropriate tools strategically. (LS1-2-1)* ***2.MD.D.10*** *Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (LS1-2-2)*

LS2-2 Biological Adaptation: Unity and Diversity

Disciplinary Core Ideas (DCI)

LS4.D: Biodiversity and Humans

- There are many different kinds of living things in any area, and they exist in different places on land and in water. (LS2-2-1)

Performance Expectations (PE)

Students who demonstrate understanding can:

LS2-2-1. Make observations of plants and animals to compare the diversity of life in different habitats.

- Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.
- Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.

Science and Engineering Practices (SEP)	Crosscutting Concepts (CCC)
Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions. • Make observations (firsthand or from media) to collect data that can be used to make comparisons. (LS2-2-1) ***Connections to Nature of Science*** **Scientific Knowledge is Based on Empirical Evidence** Scientists look for patterns and order when making observations about the world. (LS2-2-1)	**Patterns** Patterns in the natural and human designed world can be observed. (LS2-2-1)
Idaho Common Core Connections	
ELA/Literacy ***W.2.7*** *Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (LS2-2-1)* ***W.2.8*** *Recall information from experiences or gather information from provided sources to answer a question. (LS2-2-1)*	Mathematics ***MP.2*** *Reason abstractly and quantitatively. (LS2-2-1)* ***MP.4*** *Model with mathematics. (LS2-2-1)* ***2.MD.D.10*** *Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (LS2-2-1)*

ESS: Earth and Space Sciences

ESS1-2 Earth's Place in the Universe

Disciplinary Core Ideas (DCI)
ESS1.C: The History of Planet Earth • Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (ESS1-2-1)
Performance Expectations (PE)
Students who demonstrate understanding can: **ESS1-2-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.** • Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly. • Assessment Boundary: Assessment does not include quantitative measurements of timescales.

Science and Engineering Practices (SEP)	Crosscutting Concepts (CCC)
Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of	**Stability and Change** Things may change slowly or rapidly. (ESS1-2-1)

natural phenomena and designing solutions. • Make observations from several sources to construct an evidence-based account for natural phenomena. (ESS1-2-1)	

Idaho Common Core Connections

ELA/Literacy	Mathematics
RI.2.1 *Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (ESS1-2-1)* ***RI.2.3*** *Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (ESS1-2-1)* ***W.2.6*** *With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (ESS1-2-1)* ***W.2.7*** *Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (ESS1-2-1)* ***W.2.8*** *Recall information from experiences or gather information from provided sources to answer a question. (ESS1-2-1)* ***SL.2.2*** *Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (ESS1-2-1)*	***MP.2*** *Reason abstractly and quantitatively. (ESS1-2-1)* ***MP.4*** *Model with mathematics. (ESS1-2-1)* ***2.NBT.A*** *Understand place value. (ESS1-2-1)*

ESS2-2 Earth's Systems

Disciplinary Core Ideas (DCI)

ESS2.A: Earth Materials and Systems
- Wind and water can change the shape of the land. (ESS2-2-1)

ESS2.B: Plate Tectonics and Large-Scale System Interactions
- Maps show where things are located. One can map the shapes and kinds of land and water in any area. (ESS2-2-2)

ESS2.C: The Roles of Water in Earth's Surface Processes
- Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form. (ESS2-2-3)

ETS1.C: Optimizing the Design Solution
- Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (ESS2-2-1)

Performance Expectations (PE)

Students who demonstrate understanding can:

ESS2-2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
- Clarification Statement: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.

ESS2-2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.
- Assessment Boundary: Assessment does not include quantitative scaling in models.

ESS2-2-3. Obtain information to identify where water is found on Earth and that it can be solid, liquid or gas.

Science and Engineering Practices (SEP)	Crosscutting Concepts (CCC)
Developing and Using Models Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or	**Patterns** Patterns in the natural world can be observed. (ESS2-2-2, ESS2-2-3) **Stability and Change**

storyboard) that represent concrete events or design solutions. • Develop a model to represent patterns in the natural world. (ESS2-2-2) **Constructing Explanations and Designing Solutions** Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions. • Compare multiple solutions to a problem. (ESS2-2-1) **Obtaining, Evaluating, and Communicating Information** Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information. • Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question. (ESS2-2-3)	Things may change slowly or rapidly. (ESS2-2-1) ***Connections to Engineering, Technology, and Applications of Science*** **Influence of Engineering, Technology, and Science on Society and the Natural World** Developing and using technology has impacts on the natural world. (ESS2-2-1) ***Connections to Nature of Science*** **Science Addresses Questions About the Natural and Material World** Scientists study the natural and material world. (ESS2-2-1)
Idaho Common Core Connections	
ELA/Literacy ***RI.2.3*** *Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (ESS2-2-1)* ***RI.2.9*** *Compare and contrast the most important points presented by two texts on the same topic. (ESS2-2-1)* ***W.2.6*** *With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (ESS2-2-3)* ***W.2.8*** *Recall information from experiences or gather information from provided sources to answer a question. (ESS2-2-3)* ***SL.2.5*** *Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (ESS2-2-2)*	Mathematics ***MP.2*** *Reason abstractly and quantitatively. (ESS2-2-1),(ESS2-2-2)* ***MP.4*** *Model with mathematics. (ESS2-2-1),(ESS2-2-2)* ***MP.5*** *Use appropriate tools strategically. (ESS2-2-1)* ***2.NBT.A.3*** *Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (ESS2-2-2)* ***2.MD.B.5*** *Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. (ESS2-2-1)*

Elementary School (3rd Grade)

PS: Physical Sciences

PS1-3 Motion and Stability: Forces and Interactions

Disciplinary Core Ideas (DCI)

PS2.A: Forces and Motion

- Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion. (Boundary: Qualitative and conceptual, but not quantitative additions of forces are used at this level.) (PS1-3-1)
- Force applied to an object can alter the position and motion of that object: revolve, rotate, float, sink, fall and at rest.(PS1-3-2)
- The patterns of an object's motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it. (Boundary: Technical terms, such as magnitude, velocity, momentum, and vector quantity, are not introduced at this level, but the concept that some quantities need both size and direction to be described is developed.) (PS1-3-2)

PS2.B: Types of Interactions

- Objects in contact exert forces on each other. (PS1-3-1)
- Electric and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other. (PS1-3-3, PS1-3-4)

Performance Expectations (PE)

Students who demonstrate understanding can:

PS1-3-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

- Clarification Statement: Examples could include an unbalanced force on one side of a ball can make it start moving; and, balanced forces pushing on a box from both sides will not produce any motion at all.
- Assessment Boundary: Assessment is limited to one variable at a time: number, size, or direction of forces. Assessment does not include quantitative force size, only qualitative and relative. Assessment is limited to gravity being addressed as a force that pulls objects down.

PS1-3-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.

- Clarification Statement: Examples of motion with a predictable pattern could include a child swinging in a swing, a ball rolling back and forth in a bowl, and two children on a see-saw.
- Assessment Boundary: Assessment does not include technical terms such as period and frequency.

PS1-3-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.

- Clarification Statement: Examples of an electric force could include the force on hair from an electrically charged balloon and the electrical forces between a charged rod and pieces of paper; examples of a magnetic force could include the force between two permanent magnets, the force between an electromagnet and steel paperclips, and the force exerted by one magnet versus the force exerted by two magnets. Examples of cause and effect relationships could include how the distance between objects affects strength of the force and how the orientation of magnets affects the direction of the magnetic force.
- Assessment Boundary: Assessment is limited to forces produced by objects that can be manipulated by students, and electrical interactions are limited to static electricity.

PS1-3-4. Define a simple design problem that can be solved by applying scientific ideas about magnets.

- Clarification Statement: Examples of problems could include constructing a latch to keep a door shut and creating a device to keep two moving objects from touching each other.

Science and Engineering Practices (SEP)	Crosscutting Concepts (CCC)
Asking Questions and Defining Problems Asking questions and defining problems in grades 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships. • Ask questions that can be investigated based on patterns such as cause and	**Patterns** Patterns of change can be used to make predictions. (PS1-3-2) **Cause and Effect** Cause and effect relationships are routinely identified. (PS1-3-1)

effect relationships. (PS1-3-3) • Define a simple problem that can be solved through the development of a new or improved object or tool. (PS1-3-4) **Planning and Carrying Out Investigations** Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions. • Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (PS1-3-1) • Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. (PS1-3-2) ***Connections to Nature of Science*** **Science Knowledge is Based on Empirical Evidence** Science findings are based on recognizing patterns. (PS1-3-2) **Scientific Investigations Use a Variety of Methods** Science investigations use a variety of methods, tools, and techniques. (PS1-3-1)	Cause and effect relationships are routinely identified, tested, and used to explain change. (PS1-3-3) ***Connections to Engineering, Technology, and Applications of Science*** **Interdependence of Science, Engineering, and Technology** Scientific discoveries about the natural world can often lead to new and improved technologies, which are developed through the engineering design process. (PS1-3-4)
Idaho Common Core Connections	
ELA/Literacy ***RI.3.1*** *Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (PS1-3-1),(PS1-3-3)* ***RI.3.3*** *Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (PS1-3-3)* ***RI.3.8*** *Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (PS1-3-3)* ***W.3.7*** *Conduct short research projects that build knowledge about a topic. (PS1-3-1),(PS1-3-2)* ***W.3.8*** *Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (PS1-3-1),(PS1-3-2)* ***SL.3.3*** *Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (PS1-3-3)*	Mathematics ***MP.2*** *Reason abstractly and quantitatively. (PS1-3-1)* ***MP.5*** *Use appropriate tools strategically. (PS1-3-1)* ***3.MD.A.2*** *Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (PS1-3-1)*

LS: Life Sciences

LS1-3 Ecosystems: Interactions, Energy, and Dynamics

Disciplinary Core Ideas (DCI)
LS2.D: Social Interactions and Group Behavior • Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size. (LS1-3-1)
Performance Expectations (PE)
Students who demonstrate understanding can:

LS1-3-1. Construct an argument that some animals form groups that help members survive	
Science and Engineering Practices (SEP)	Crosscutting Concepts (CCC)
Engaging in Argument from Evidence Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s). • Construct an argument with evidence, data, and/or a model. (LS1-3-1)	**Cause and Effect** Cause and effect relationships are routinely identified and used to explain change. (LS1-3-1)
Idaho Common Core Connections	
ELA/Literacy ***RI.3.1*** *Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (LS1-3-1)* ***RI.3.3*** *Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (LS1-3-1)* ***W.3.1*** *Write opinion pieces on topics or texts, supporting a point of view with reasons. (LS1-3-1)*	Mathematics ***MP.4*** *Model with mathematics. (LS1-3-1)* ***3.NBT*** *Number and Operations in Base Ten. (LS1-3-1)*

LS2-3 Heredity: Inheritance and Variation of Traits

Disciplinary Core Ideas (DCI)
LS3.A: Inheritance of Traits • Many characteristics of organisms are inherited from their parents. (LS2-3-1) • Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment. (LS2-3-2) **LS3.B: Variation of Traits** • Different organisms vary in how they look and function because they have different inherited information. (LS2-3-1) • The environment also affects the traits that an organism develops. (LS2-3-2)
Performance Expectations (PE)
Students who demonstrate understanding can: **LS2-3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.** • Clarification Statement: Patterns are the similarities and differences in traits shared between offspring and their parents, or among siblings. Emphasis is on organisms other than humans. • Assessment Boundary: Assessment does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to non-human examples. **LS2-3-2. Use evidence to support the explanation that traits can be influenced by the environment.** • Clarification Statement: Examples of the environment affecting a trait could include normally tall plants grown with insufficient water are stunted; and, a pet dog that is given too much food and little exercise may become overweight.

Science and Engineering Practices (SEP)	Crosscutting Concepts (CCC)
Analyzing and Interpreting Data Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing	**Patterns** Similarities and differences in patterns can be used to sort and classify natural

quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used. • Analyze and interpret data to make sense of phenomena using logical reasoning. (LS2-3-1) **Constructing Explanations and Designing Solutions** Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems. • Use evidence (e.g., observations, patterns) to support an explanation. (LS2-3-2)	phenomena. (LS2-3-1) **Cause and Effect** Cause and effect relationships are routinely identified and used to explain change. (LS2-3-2)
Idaho Common Core Connections	
ELA/Literacy ***RI.3.1*** *Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (LS2-3-1),(LS2-3-2)* ***RI.3.2*** *Determine the main idea of a text; recount the key details and explain how they support the main idea. (LS2-3-1),(LS2-3-2)* ***RI.3.3*** *Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (LS2-3-1),(LS2-3-2)* ***W.3.2*** *Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (LS2-3-1),(LS2-3-2)* ***SL.3.4*** *Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (LS2-3-1),(LS2-3-2)*	Mathematics ***MP.2****Reason abtratly and quantitatively. (LS2-3-1),(LS2-3-2)* ***MP.4*** *Model with mathematics. (LS2-3-1),(LS2-3-2)* ***3.MD.B.4*** *Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. (LS2-3-1),(LS2-3-2)*

ESS: Earth and Space Sciences

ESS1-3 Earth's Systems

Disciplinary Core Ideas (DCI)	
ESS2.D: Weather and Climate • Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next. (ESS1-3-1) • Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years. (ESS1-3-2)	
Performance Expectations (PE)	
Students who demonstrate understanding can: **ESS1-3-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.** • Clarification Statement: Examples of data could include average temperature, precipitation, and wind direction. • Assessment Boundary: Assessment of graphical displays is limited to pictographs and bar graphs. Assessment does not include climate change. **ESS1-3-2. Obtain and combine information to describe climates in different regions of the world.**	
Science and Engineering Practices (SEP)	Crosscutting Concepts (CCC)
Analyzing and Interpreting Data Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing	**Patterns** Patterns of change can be used to make predictions. (ESS1-3-1, ESS1-3-2)

quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used. • Represent data in tables and various graphical displays (bar graphs and pictographs) to reveal patterns that indicate relationships. (ESS1-3-1) **Obtaining, Evaluating, and Communicating Information** Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluating the merit and accuracy of ideas and methods. • Obtain and combine information from books and other reliable media to explain phenomena. (ESS1-3-2)	
Idaho Common Core Connections	
ELA/Literacy ***RI.3.1*** *Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (ESS1-3-2)* ***RI.3.9*** *Compare and contrast the most important points and key details presented in two texts on the same topic. (ESS1-3-2)* ***W.3.8*** *Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (ESS1-3-2)*	Mathematics ***MP.2*** *Reason abstractly and quantitatively. (ESS1-3-1),(ESS1-3-2)* ***MP.4*** *Model with mathematics. (ESS1-3-1),(ESS1-3-2)* ***MP.5*** *Use appropriate tools strategically. (ESS1-3-1)* ***3.MD.A.2*** *Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (ESS1-3-1)* ***3.MD.B.3*** *Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in bar graphs. (ESS1-3-1)*

ESS2-3 Earth and Human Activity

Disciplinary Core Ideas (DCI)	
ESS3.B: Natural Hazards • A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (ESS2-3-1)	
Performance Expectations (PE)	
Students who demonstrate understanding can: **ESS2-3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.** • Clarification Statement: Examples of design solutions to weather-related hazards could include barriers to prevent flooding, wind resistant roofs, and lightning rods.	
Science and Engineering Practices (SEP)	Crosscutting Concepts (CCC)
Engaging in Argument from Evidence Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s). • Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. (ESS2-3-1)	**Cause and Effect** Cause and effect relationships are routinely identified, tested, and used to explain change. (ESS2-3-1) ***Connections to Engineering, Technology, and Applications of Science*** **Influence of Engineering, Technology, and Science on Society and the Natural World** Engineers improve existing technologies or develop new ones to increase their benefits

	(e.g., better artificial limbs), decrease known risks (e.g., seatbelts in cars), and meet societal demands (e.g., cell phones). (ESS2-3-1) ***Connections to Nature of Science*** **Science is a Human Endeavor** Science affects everyday life. (ESS2-3-1)
Idaho Common Core Connections	
ELA/Literacy ***W.3.1*** *Write opinion pieces on topics or texts, supporting a point of view with reasons. (ESS2-3-1)* ***W.3.7*** *Conduct short research projects that build knowledge about a topic. (ESS2-3-1)*	Mathematics ***MP.2*** *Reason abstractly and quantitatively. (ESS2-3-1)* ***MP.4*** *Model with mathematics. (ESS2-3-1)*

Elementary School (4th Grade)

PS: Physical Sciences

PS1-4 Energy

Disciplinary Core Ideas (DCI)

PS3.A: Definitions of Energy
- The faster a given object is moving, the more energy it possesses. (PS1-4-1)
- Energy can be moved from place to place by moving objects or through sound, light, or electric currents. (PS1-4-2, PS1-4-3)

PS3.B: Conservation of Energy and Energy Transfer
- Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced. (PS1-4-2, PS1-4-3)
- Light also transfers energy from place to place. (PS1-4-2)
- Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy. (PS1-4-2, PS1-4-4)

PS3.C: Relationship Between Energy and Forces
- When objects collide, the contact forces transfer energy so as to change the objects' motions. (PS1-4-3)

PS3.D: Energy in Chemical Processes and Everyday Life
- The expression "produce energy" typically refers to the conversion of stored energy into a desired form for practical use. (PS1-4-4)

ETS1.A: Defining Engineering Problems
- Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account.(PS1-4-4)

Performance Expectations (PE)

Students who demonstrate understanding can:

PS1-4-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.
- Assessment Boundary: Assessment does not include quantitative measures of changes in the speed of an object or on any precise or quantitative definition of energy.

PS1-4-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
- Assessment Boundary: Assessment does not include quantitative measurements of energy.

PS1-4-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.
- Clarification Statement: Emphasis is on the change in the energy due to the change in speed, not on the forces, as objects interact.
- Assessment Boundary: Assessment does not include quantitative measurements of energy.

PS1-4-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.
- Clarification Statement: Examples of devices could include electric circuits that convert electrical energy into motion energy of a vehicle, light, or sound; and, a passive solar heater that converts light into heat. Examples of constraints could include the materials, cost, or time to design the device.
- Assessment Boundary: Devices should be limited to those that convert motion energy to electric energy or use stored energy to cause motion or produce light or sound.

Science and Engineering Practices (SEP)	Crosscutting Concepts (CCC)
Asking Questions and Defining Problems Asking questions and defining problems in grades 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships. • Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships. (PS1-4-3) **Planning and Carrying Out Investigations** Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions. • Make observations to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. (PS1-4-2) **Constructing Explanations and Designing Solutions** Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems. • Use evidence (e.g., measurements, observations, patterns) to construct an explanation. (PS1-4-1) • Apply scientific ideas to solve design problems. (PS1-4-4)	**Energy and Matter** Energy can be transferred in various ways and between objects. (PS1-4-1, PS1-4-2, PS1-4-3, PS1-4-4) ***Connections to Engineering, Technology, and Applications of Science*** **Influence of Engineering, Technology, and Science on Society and the Natural World** Engineers improve existing technologies or develop new ones. (PS1-4-4) ***Connections to Nature of Science*** **Science is a Human Endeavor** Most scientists and engineers work in teams. (PS1-4-4) Science affects everyday life. (PS1-4-4)

Idaho Common Core Connections

ELA/Literacy	Mathematics
RI.4.1 *Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (PS1-4-1)* ***RI.4.3*** *Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (PS1-4-1)* ***RI.4.9*** *Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (PS1-4-1)* ***W.4.2*** *Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (PS1-4-1)* ***W.4.7*** *Conduct short research projects that build knowledge through investigation of different aspects of a topic. (PS1-4-2),(PS1-4-3),(PS1-4-4)* ***W.4.8*** *Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (PS1-4-1),(PS1-4-2),(PS1-4-3),(PS1-4-4)* ***W.4.9*** *Draw evidence from literary or informational texts to support analysis, reflection, and research. (PS1-4-1)*	***4.OA.A.3*** *Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (PS1-4-4)*

PS2-4 Waves

Disciplinary Core Ideas (DCI)
PS4.A: Wave Properties • Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; there is no net motion in the direction of the wave except when the water meets a beach. (PS2-4-1) • Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks). (PS2-4-1) **PS4.B: Electromagnetic Radiation** • An object can be seen when light reflected from its surface enters the eyes. (PS2-4-2) **PS4.C: Information Technologies and Instrumentation** • Digitized information can be transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode

information—convert it from digitized form to voice—and vice versa. (PS2-4-3)

ETS1.C: Optimizing The Design Solution

- Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints. (PS2-4-3)

Performance Expectations (PE)

Students who demonstrate understanding can:

PS2-4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

- Clarification Statement: Examples of models could include diagrams, analogies, and physical models using wire to illustrate wavelength and amplitude of waves.
- Assessment Boundary: Assessment does not include interference effects, electromagnetic waves, non-periodic waves, or quantitative models of amplitude and wavelength.

PS2-4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.

- Assessment Boundary: Assessment does not include knowledge of specific colors reflected and seen, the cellular mechanisms of vision, or how the retina works.

PS2-4-3. Generate and compare multiple solutions that use patterns to transfer information.

- Clarification Statement: Examples of solutions could include drums sending coded information through sound waves, using a grid of 1's and 0's representing black and white to send information about a picture, and using Morse code to send text.

Science and Engineering Practices (SEP)

Developing and Using Models

Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.

- Develop a model using an analogy, example, or abstract representation to describe a scientific principle. (PS2-4-1)
- Develop a model to describe phenomena. (PS2-4-2)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.

- Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution. (PS2-4-3)

Connections to Nature of Science

Scientific Knowledge is Based on Empirical Evidence

Science findings are based on recognizing patterns. (PS2-4-1)

Crosscutting Concepts (CCC)

Patterns

Similarities and differences in patterns can be used to sort, classify, and analyze simple rates of change for natural phenomena. (PS2-4-1)

Similarities and differences in patterns can be used to sort and classify designed products. (PS2-4-3)

Cause and Effect

Cause and effect relationships are routinely identified. (PS2-4-2)

Connections to Engineering, Technology, and Applications of Science

Interdependence of Science, Engineering, and Technology

Knowledge of relevant scientific concepts and research findings is important in engineering. (PS2-4-3)

Idaho Common Core Connections

ELA/Literacy

RI.4.1 *Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (PS2-4-3)*
RI.4.9 *Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (PS2-4-3)*
SL.4.5 *Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (PS2-4-1),(PS2-4-2)*

Mathematics

4MP.4 *Model with mathematics. (PS2-4-1),(PS2-4-2)*
4.G.A.1 *Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. (PS2-4-1),(PS2-4-2)*

LS: Life Sciences

LS1-4 Molecules to Organisms: Structure and Processes

Disciplinary Core Ideas (DCI)
LS1.A: Structure and Function • Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (LS1-4-1) • Animals have various body systems with specific functions for sustaining life: skeletal, circulatory. respiratory, muscular, digestive, etc. (LS1-4-1). **LS1.D: Information Processing** • Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. Animals are able to use their perceptions and memories to guide their actions. (LS1-4-2)

Performance Expectations (PE)
Students who demonstrate understanding can: **LS1-4-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.** • Clarification Statement: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin. • Assessment Boundary: Assessment is limited to macroscopic structures within plant and animal systems. **LS1-4-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.** • Clarification Statement: Emphasis is on systems of information transfer. • Assessment Boundary: Assessment does not include the mechanisms by which the brain stores and recalls information or the mechanisms of how sensory receptors function.

Science and Engineering Practices (SEP)	Crosscutting Concepts (CCC)
Developing and Using Models Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions. • Use a model to test interactions concerning the functioning of a natural system. (LS1-4-2) **Engaging in Argument from Evidence** Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s). • Construct an argument with evidence, data, and/or a model. (LS1-4-1)	**Systems and System Models** A system can be described in terms of its components and their interactions. (LS1-4-1, LS1-4-2)

Idaho Common Core Connections	
ELA/Literacy ***W.4.1*** *Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (LS1-4-1)* ***SL.4.5*** *Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (LS1-4-2)*	Mathematics ***4.G.A.3*** *Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded across the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. (LS1-4-1)*

LS2-4 Ecosystems: Interactions, Energy, and Dynamics

Disciplinary Core Ideas (DCI)

LS2.A: Interdependent Relationships in Ecosystems

- The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as "decomposers." Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem. (LS2-4-1)

LS2.B: Cycles of Matter and Energy Transfer in Ecosystems

- Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment. (LS2-4-1)

Performance Expectations (PE)

Students who demonstrate understanding can:

LS2-4-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

- Clarification Statement: Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth.
- Assessment Boundary: Assessment does not include molecular explanations.

Science and Engineering Practices (SEP)	Crosscutting Concepts (CCC)
Developing and Using Models Modeling in 3–5 builds on K–2 models and progresses to building and revising simple models and using models to represent events and design solutions. • Develop a model to describe phenomena. (LS2-4-1) ***Connections to the Nature of Science*** **Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena** Science explanations describe the mechanisms for natural events. (LS2-4-1)	**Systems and System Models** A system can be described in terms of its components and their interactions. (LS2-4-1)

Idaho Common Core Connections

ELA/Literacy	Mathematics
RI.5.7 *Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (LS2-4-1)* ***SL.5.5*** *Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (LS2-4-1)*	***MP.2*** *Reason abstractly and quantitatively. (LS2-4-1)* ***MP.4*** *Model with mathematics. (LS2-4-1)*

ESS: Earth and Space Sciences

ESS1-4 Earth's Place in the Universe

Disciplinary Core Ideas (DCI)	
ESS1.C: The History of Planet Earth • Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed. (ESS1-4-1) • There are three classifications of rocks produced within the rock cycle: sedimentary, metamorphic, and igneous. (ESS1-4-1).	
Performance Expectations (PE)	
Students who demonstrate understanding can: **ESS1-4-1. Identify evidence from patterns in rock formations and fossils in rock layers for changes in a landscape over time to support an explanation for changes in a landscape over time.** • Clarification Statement: Examples of evidence from patterns could include rock layers with marine shell fossils above rock layers with plant fossils and no shells, indicating a change from land to water over time; and, a canyon with different rock layers in the walls and a river in the bottom, indicating that over time a river cut through the rock. • Assessment Boundary: Assessment does not include specific knowledge of the mechanism of rock formation or memorization of specific rock formations and layers. Assessment is limited to relative time.	
Science and Engineering Practices (SEP)	**Crosscutting Concepts (CCC)**
Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems. • Identify the evidence that supports particular points in an explanation. (ESS1-4-1)	**Patterns** Patterns can be used as evidence to support an explanation. (ESS1-4-1) ***Connections to Nature of Science*** **Scientific Knowledge Assumes an Order and Consistency in Natural Systems** Science assumes consistent patterns in natural systems. (ESS1-4-1)
Idaho Common Core Connections	
ELA/Literacy ***W.4.7*** *Conduct short research projects that build knowledge through investigation of different aspects of a topic. (ESS1-4-1)* ***W.4.8*** *Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (ESS1-4-1)* ***W.4.9*** *Draw evidence from literary or informational texts to support analysis, reflection, and research. (ESS1-4-1)*	Mathematics ***MP.2*** *Reason abstractly and quantitatively. (ESS1-4-1)* ***MP.4*** *Model with mathematics. (ESS1-4-1)* ***4.MD.A.1*** *Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. (ESS1-4-1)*

ESS2-4 Earth's Systems

Disciplinary Core Ideas (DCI)
ESS2.A: Earth Materials and Systems • Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around. (ESS2-4-1) **ESS2.B: Plate Tectonics and Large-Scale System Interactions**

- The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features areas of Earth. (ESS2-4-2)

ESS2.E: Biogeology

- Living things affect the physical characteristics of their regions. (ESS2-4-1)

Performance Expectations (PE)

Students who demonstrate understanding can:

ESS2-4-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

- Clarification Statement: Examples of variables to test could include angle of slope in the downhill movement of water, amount of vegetation, speed of wind, relative rate of deposition, cycles of freezing and thawing of water, cycles of heating and cooling, and volume of water flow.
- Assessment Boundary: Assessment is limited to a single form of weathering or erosion.

ESS2-4-2. Analyze and interpret data from maps to describe patterns of Earth's features.

- Clarification Statement: Maps can include topographic maps of Earth's land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes.

Science and Engineering Practices (SEP)

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.

- Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon. (ESS2-4-1)

Analyzing and Interpreting Data

Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.

- Analyze and interpret data to make sense of phenomena using logical reasoning. (ESS2-4-2)

Crosscutting Concepts (CCC)

Patterns

Patterns can be used as evidence to support an explanation. (ESS2-4-2)

Cause and Effect

Cause and effect relationships are routinely identified, tested, and used to explain change. (ESS2-4-1)

Idaho Common Core Connections

ELA/Literacy

RI.4.7 *Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (ESS2-4-2)*

W.4.7 *Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (ESS2-4-2)*

W.4.8 *Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (ESS2-4-1)*

Mathematics

MP.2 *Reason abstractly and quantitatively. (ESS2-4-1)*

MP.4 *Model with mathematics. (ESS2-4-1)*

MP.5 *Use appropriate tools strategically. (ESS2-4-1)*

4.MD.A.1 *Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. (ESS2-4-1)*

4.MD.A.2 *Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. (ESS2-4-1),(ESS2-4-2)*

ESS3-4 Earth and Human Activity

Disciplinary Core Ideas (DCI)

ESS3.A: Natural Resources
- Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not. (ESS3-4-1)

ESS3.B: Natural Hazards
- A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions). Humans cannot eliminate the hazards but can take steps to reduce their impacts. (ESS3-4-2)

ETS1.B: Designing Solutions to Engineering Problems
- Testing a solution involves investigating how well it performs under a range of likely conditions. (ESS3-4-2)

Performance Expectations (PE)

Students who demonstrate understanding can:

ESS3-4-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
- Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and fissile materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.

ESS3-4-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.
- Clarification Statement: Examples of solutions could include designing an earthquake resistant building and improving monitoring of volcanic activity.
- Assessment Boundary: Assessment is limited to earthquakes, floods, tsunamis, and volcanic eruptions.

Science and Engineering Practices (SEP)

Constructing Explanations and Designing Solutions
Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.
- Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution. (ESS3-4-2)

Obtaining, Evaluating, and Communicating Information
Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluate the merit and accuracy of ideas and methods.
- Obtain and combine information from books and other reliable media to explain phenomena. (ESS3-4-1)

Crosscutting Concepts (CCC)

Cause and Effect
Cause and effect relationships are routinely identified and used to explain change. (ESS3-4-1)
Cause and effect relationships are routinely identified, tested, and used to explain change. (ESS3-4-2)

Connections to Engineering, Technology, and Applications of Science

Interdependence of Science, Engineering, and Technology
Knowledge of relevant scientific concepts and research findings is important in engineering. (ESS3-4-1)

Influence of Engineering, Technology, and Science on Society and the Natural World
Over time, people's needs and wants change, as do their demands for new and improved technologies. (ESS3-4-1)
Engineers improve existing technologies or develop new ones to increase their benefits, to decrease known risks, and to meet societal demands. (ESS3-4-2)

Idaho Common Core Connections	
ELA/Literacy	Mathematics
RI.4.1 *Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (ESS3-4-2)* ***RI.4.9*** *Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (ESS3-4-2)* ***W.4.7*** *Conduct short research projects that build knowledge through investigation of different aspects of a topic. (ESS3-4-1)* ***W.4.8*** *Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (ESS3-4-1)* ***W.4.9*** *Draw evidence from literary or informational texts to support analysis, reflection, and research. (ESS3-4-1)*	***MP.2*** *Reason abstractly and quantitatively. (ESS3-4-1),(ESS3-4-2)* ***MP.4*** *Model with mathematics. (ESS3-4-1),(ESS3-4-2)* ***4.OA.A.1*** *Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. (ESS3-4-1),(ESS3-4-2)*

Elementary School (5th Grade)

PS: Physical Sciences

PS1-5 Matter and Its Interactions

Disciplinary Core Ideas (DCI)

PS1.A: Structure and Properties of Matter

- Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon and the effects of air on larger particles or objects. (PS1-5-1)
- The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish. (PS1-5-2)
- Measurements of a variety of properties can be used to identify materials. (Boundary: At this grade level, mass and weight are not distinguished, and no attempt is made to define the unseen particles or explain the atomic-scale mechanism of evaporation and condensation.) (PS1-5-3)

PS1.B: Chemical Reactions

- When two or more different substances are mixed, a new substance with different properties may be formed. (PS1-5-4)
- No matter what reaction or change in properties occurs, the total weight of the substances does not change. (Boundary: Mass and weight are not distinguished at this grade level.) (PS1-5-2)

Performance Expectations (PE)

Students who demonstrate understanding can:

PS1-5-1. Develop a model to describe that matter is made of particles too small to be seen.

- Clarification Statement: Examples of evidence supporting a model could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water.
- Assessment Boundary: Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.

PS1-5-2. 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.

- Clarification Statement: Examples of reactions or changes could include phase changes, dissolving, and mixing that form new substances.
- Assessment Boundary: Assessment does not include distinguishing mass and weight.

PS1-5-3. Make observations and measurements to identify materials based on their properties.

- Clarification Statement: Examples of materials to be identified could include baking soda and other powders, metals, minerals, and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility; density is not intended as an identifiable property.
- Assessment Boundary: Assessment does not include density or distinguishing mass and weight.

PS1-5-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

Science and Engineering Practices (SEP)	Crosscutting Concepts (CCC)
Developing and Using Models Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions. • Use models to describe phenomena. (PS1-5-1)	**Cause and Effect** Cause and effect relationships are routinely identified and used to explain change. (PS1-5-4) **Scale, Proportion, and Quantity**

Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions. • Conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (PS1-5-4) • Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon. (PS1-5-3) **Using Mathematics and Computational Thinking** Mathematical and computational thinking in 3–5 builds on K–2 experiences and progresses to extending quantitative measurements to a variety of physical properties and using computation and mathematics to analyze data and compare alternative design solutions. • Measure and graph quantities such as weight to address scientific and engineering questions and problems. (PS1-5-2)	Natural objects exist from the very small to the immensely large. (PS1-5-1) Standard units are used to measure and describe physical quantities such as weight, time, temperature, and volume. (PS1-5-2, PS1-5-3) ***Connections to Nature of Science*** **Scientific Knowledge Assumes an Order and Consistency in Natural Systems** Science assumes consistent patterns in natural systems. (PS1-5-2)

Idaho Common Core Connections

ELA/Literacy	Mathematics
RI.5.7 *Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.(PS1-5-1)* ***W.5.7*** *Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (PS1-5-2),(PS1-5-3),(PS1-5-4)* ***W.5.8*** *Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (PS1-5-2),(PS1-5-3),(PS1-5-4)* ***W.5.9*** *Draw evidence from literary or informational texts to support analysis, reflection, and research. (PS1-5-2),(PS1-5-3),(PS1-5-4)*	***MP.2*** *Reason abstractly and quantitatively. (PS1-5-1),(PS1-5-2),(PS1-5-3)* ***MP.4*** *Model with mathematics. (PS1-5-2),(PS1-5-3),(PS1-5-4)* ***MP.5*** *Use appropriate tools strategically. (PS1-5-2),(PS1-5-3)* ***5.NBT.A.1*** *Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (PS1-5-1)* ***5.NF.B.7*** *Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (PS1-5-1)* ***5.MD.A.1*** *Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems. (PS1-5-2)* ***5.MD.C.3*** *Recognize volume as an attribute of solid figures and understand concepts of volume measurement. (PS1-5-1)* ***5.MD.C.4*** *Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. (PS1-5-1)*

PS2-5 Motion and Stability: Forces and Interactions

Disciplinary Core Ideas (DCI)
PS2.B: Types of Interactions • The gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center. (PS2-5-1)
Performance Expectations (PE)
Students who demonstrate understanding can: **PS2-5-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.** • Clarification Statement: "Down" is a local description of the direction that points toward the center of the spherical Earth. • Assessment Boundary: Assessment does not include mathematical representation of gravitational force.

Science and Engineering Practices (SEP)	Crosscutting Concepts (CCC)
Engaging in Argument from Evidence Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s). • Support an argument with evidence, data, or a model. (PS2-5-1)	**Cause and Effect** Cause and effect relationships are routinely identified and used to explain change. (PS2-5-1)
Idaho Common Core Connections	
ELA/Literacy ***RI.5.1*** *Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (PS2-5-1)* ***RI.5.9*** *Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (PS2-5-1)* ***W.5.1*** *Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (PS2-5-1)*	Mathematics *There are no mathematical standards for this standard*

PS3-5 Energy

Disciplinary Core Ideas (DCI)
PS3.D: Energy in Chemical Processes and Everyday Life • The energy released from food was once energy from the sun that was captured by plants in the chemical process that forms plant matter (from air and water). (PS3-5-1) **LS1.C: Organization for Matter and Energy Flow in Organisms** • Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion. (PS3-5-1)
Performance Expectations (PE)
Students who demonstrate understanding can: **PS3-5-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.** • Clarification Statement: Examples of models could include diagrams, and flow charts.

Science and Engineering Practices (SEP)	Crosscutting Concepts (CCC)
Developing and Using Models Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions. • Use models to describe phenomena. (PS3-5-1)	**Energy and Matter** Energy can be transferred in various ways and between objects. (PS3-5-1)

Idaho Common Core Connections	
ELA/Literacy ***RI.5.7*** *Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (PS3-5-1)* ***SL.5.5*** *Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (PS3-5-1)*	Mathematics *There are no mathematical standards for this standard*

LS: Life Sciences

LS1-5 Molecules to Organisms: Structure and Processes

Disciplinary Core Ideas (DCI)	
LS1.C: Organization for Matter and Energy Flow in Organisms • Plants acquire their material for growth chiefly from air and water. (LS1-5-1)	
Performance Expectations (PE)	
Students who demonstrate understanding can: **LS1-5-1. Support an argument that plants get the materials they need for growth chiefly from air and water.** • Clarification Statement: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.	
Science and Engineering Practices (SEP)	**Crosscutting Concepts (CCC)**
Engaging in Argument from Evidence Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s). • Support an argument with evidence, data, or a model. (LS1-5-1)	**Energy and Matter** Matter is transported into, out of, and within systems. (LS1-5-1)
Idaho Common Core Connections	
ELA/Literacy ***RI.5.1*** *Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (LS1-5-1)* ***RI.5.9*** *Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (LS1-5-1)* ***W.5.1*** *Write opinion pieces on topics or texts, supporting a point of view with reasons and information. LS1-5-1)*	Mathematics ***MP.2*** *Reason abstractly and quantitatively. (LS1-5-1)* ***MP.4*** *Model with mathematics. (LS1-5-1)* ***MP.5*** *Use appropriate tools strategically. (LS1-5-1)* ***5.MD.A.1*** *Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. (LS1-5-1)*

LS2-5 Biological Adaptation: Unity and Diversity

Disciplinary Core Ideas (DCI)

LS2.C: Ecosystem Dynamics, Functioning, and Resilience

- When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die. (LS2-5-4)

LS4.A: Evidence of Common Ancestry and Diversity

- Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (LS2-5-1)
- Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments. (LS2-5-1)

LS4.B: Natural Selection

- Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing. (LS2-5-2)

LS4.C: Adaptation

- For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (LS2-5-3)

LS4.D: Biodiversity and Humans

- Populations of animals are classified by their characteristics.(LS2-5-2)
- Populations live in a variety of habitats, and change in those habitats affects the organisms living there. (LS2-5-4)

Performance Expectations (PE)

Students who demonstrate understanding can:

LS2-5-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

- Clarification Statement: Examples of data could include type, size, and distributions of fossil organisms. Examples of fossils and environments could include marine fossils found on dry land, tropical plant fossils found in Arctic areas, and fossils of extinct organisms.
- Assessment Boundary: Assessment does not include identification of specific fossils or present plants and animals. Assessment is limited to major fossil types and relative ages.

LS2-5-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

- Clarification Statement: Examples of cause and effect relationships could be plants that have larger thorns than other plants may be less likely to be eaten by predators; and, animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to leave offspring.

LS2-5-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

- Clarification Statement: Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.

LS2-5-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

- Clarification Statement: Examples of environmental changes could include changes in land characteristics, water distribution, temperature, food, and other organisms.
- Assessment Boundary: Assessment is limited to a single environmental change. Assessment does not include the greenhouse effect or climate change.

Science and Engineering Practices (SEP)	Crosscutting Concepts (CCC)
Analyzing and Interpreting Data Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative	**Cause and Effect** Cause and effect relationships are routinely identified and used to explain change. (LS2-5-2, LS2-5-3)

observations. When possible and feasible, digital tools should be used. • Analyze and interpret data to make sense of phenomena using logical reasoning. (LS2-5-1) **Constructing Explanations and Designing Solutions** Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems. • Use evidence (e.g., observations, patterns) to construct an explanation. (LS2-5-2) **Engaging in Argument from Evidence** Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s). • Construct an argument with evidence. (LS2-5-3) • Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. (LS2-5-4)	**Scale, Proportion, and Quantity** Observable phenomena exist from very short to very long time periods. (LS2-5-1) **Systems and System Models** A system can be described in terms of its components and their interactions. (LS2-5-4) ***Connections to Engineering, Technology, and Applications of Science*** **Interdependence of Engineering, Technology, and Science on Society and the Natural World** Knowledge of relevant scientific concepts and research findings is important in engineering. (LS2-5-4) ***Connections to Nature of Science*** **Scientific Knowledge Assumes an Order and Consistency in Natural Systems** Science assumes consistent patterns in natural systems. (LS2-5-1)
Idaho Common Core Connections	
ELA/Literacy ***RI.3.1*** *Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (LS2-5-1),(LS2-5-2),(LS2-5-3),(LS2-5-4)* ***RI.3.2*** *Determine the main idea of a text; recount the key details and explain how they support the main idea. (LS2-5-1),(LS2-5-2),(LS2-5-3),(LS2-5-4)* ***RI.3.3*** *Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (LS2-5-1),(LS2-5-2),(LS2-5-3),(LS2-5-4)* ***W.3.1*** *Write opinion pieces on topics or texts, supporting a point of view with reasons. (LS2-5-1),(LS2-5-3),(LS2-5-4)* ***W.3.2*** *Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (LS2-5-1),(LS2-5-2),(LS2-5-3),(LS2-5-4)* ***W.3.8*** *Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (LS2-5-1)* ***SL.3.4*** *Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (LS2-5-2),(LS2-5-3),(LS2-5-4)*	Mathematics ***MP.2*** *Reason abstractly and quantitatively. (LS2-5-1),(LS2-5-2),(LS2-5-3),(LS2-5-4)* ***MP.4*** *Model with mathematics. LS2-5-1),(LS2-5-2),(LS2-5-3),(LS2-5-4)* ***MP.5*** *Use appropriate tools strategically. (LS2-5-1)* ***3.MD.B.3*** *Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. (LS2-5-2),(LS2-5-3)* ***3.MD.B.4*** *Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. (LS2-5-1)*

ESS: Earth and Space Sciences

ESS1-5 Earth's Place in the Universe

Disciplinary Core Ideas (DCI)
ESS1.A: The Universe and its Stars • The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth. (ESS1-5-1) **ESS1.B: Earth and the Solar System** • The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year. (ESS1-5-2)

Performance Expectations (PE)

Students who demonstrate understanding can:

ESS1-5-1. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth.

- Assessment Boundary: Assessment is limited to relative distances, not sizes, of stars. Assessment does not include other factors that affect apparent brightness (such as stellar masses, age, or stage).

ESS1-5-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

- Clarification Statement: Examples of patterns could include the position and motion of Earth with respect to the sun and selected stars that are visible only in particular months.
- Assessment Boundary: Assessment does not include causes of seasons.

Science and Engineering Practices (SEP)	Crosscutting Concepts (CCC)
Analyzing and Interpreting Data Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used. • Represent data in graphical displays (bar graphs, pictographs and/or pie charts) to reveal patterns that indicate relationships. (ESS1-5-2) **Engaging in Argument from Evidence** Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s). • Support an argument with evidence, data, or a model. (ESS1-5-1)	**Patterns** Similarities and differences in patterns can be used to sort, classify, communicate and analyze simple rates of change for natural phenomena. (ESS1-5-2) **Scale, Proportion, and Quantity** Natural objects exist from the very small to the immensely large. (ESS1-5-1)

Idaho Common Core Connections

ELA/Literacy	Mathematics
RI.5.1 *Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (ESS1-5-1)* ***RI.5.7*** *Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.(ESS1-5-1)* ***RI.5.8*** *Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (ESS1-5-1)* ***RI.5.9*** *Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (ESS1-5-1)* ***W.5.1*** *Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (ESS1-5-1)* ***SL.5.5*** *Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (ESS1-5-2)*	***MP.2*** *Reason abstractly and quantitatively. (ESS1-5-1),(ESS1-5-2)* ***MP.4*** *Model with mathematics. (ESS1-5-1),(ESS1-5-2)* ***5.NBT.A.2*** *Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (ESS1-5-1)* ***5.G.A.2*** *Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. (ESS1-5-2)*

ESS2-5 Earth's Systems

Disciplinary Core Ideas (DCI)

ESS2.A: Earth Materials and Systems

- Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth's surface materials and processes. The ocean supports

a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather. (ESS2-5-1)

ESS2.C: The Roles of Water in Earth's Surface Processes

- Nearly all of Earth's available water is in the ocean. Most fresh water is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere. (ESS2-5-2)

Performance Expectations (PE)

Students who demonstrate understanding can:

ESS2-5-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

- Clarification Statement: Examples could include the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; and the influence of mountain ranges on winds and clouds in the atmosphere. The geosphere, hydrosphere, atmosphere, and biosphere are each a system.
- Assessment Boundary: Assessment is limited to the interactions of two systems at a time.

ESS2-5-2. Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

- Assessment Boundary: Assessment is limited to oceans, lakes, rivers, glaciers, ground water, and polar ice caps, and does not include the atmosphere.

Science and Engineering Practices (SEP)	Crosscutting Concepts (CCC)
Developing and Using Models Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions. • Develop a model using an example to describe a scientific principle. (ESS2-5-1) **Using Mathematics and Computational Thinking** Mathematical and computational thinking in 3–5 builds on K–2 experiences and progresses to extending quantitative measurements to a variety of physical properties and using computation and mathematics to analyze data and compare alternative design solutions. • Describe and graph quantities such as area and volume to address scientific questions. (ESS2-5-2)	**Scale, Proportion, and Quantity** Standard units are used to measure and describe physical quantities such as weight and volume. (ESS2-5-2) **Systems and System Models** A system can be described in terms of its components and their interactions. (ESS2-5-1)

Idaho Common Core Connections

ELA/Literacy	Mathematics
RI.5.7 *Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.(ESS2-5-1),(ESS2-5-2)* ***W.5.8*** *Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (ESS2-5-2)* ***SL.5.5*** *Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (ESS2-5-1),(ESS2-5-2)*	***MP.2*** *Reason abstractly and quantitatively. (ESS2-5-1),(ESS2-5-2)* ***MP.4*** *Model with mathematics. (ESS2-5-1),(ESS2-5-2)* ***5.G.A.2*** *Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. ESS2-5-1)*

ESS3-5 Earth and Human Activity

Disciplinary Core Ideas (DCI)

ESS3.C: Human Impacts on Earth Systems

- Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (ESS3-5-1)

Performance Expectations (PE)

Students who demonstrate understanding can:

ESS3-5-1. Support Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Science and Engineering Practices (SEP)	Crosscutting Concepts (CCC)
Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluating the merit and accuracy of ideas and methods. • Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem. (ESS3-5-1)	**Systems and System Models** A system can be described in terms of its components and their interactions. (ESS3-5-1) ***Connections to Nature of Science*** **Science Addresses Questions About the Natural and Material World.** Science findings are limited to questions that can be answered with empirical evidence. (ESS3-5-1)

Idaho Common Core Connections

ELA/Literacy	Mathematics
RI.5.1 *Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (ESS3-5-1)* ***RI.5.7*** *Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (ESS3-5-1)* ***RI.5.9*** *Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (ESS3-5-1)* ***W.5.8*** *Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (ESS3-5-1)* ***W.5.9*** *Draw evidence from literary or informational texts to support analysis, reflection, and research. (ESS3-5-1)*	***MP.2*** *Reason abstractly and quantitatively. (ESS3-5-1)* ***MP.4*** *Model with mathematics. (ESS3-5-1)*

Middle School (6-8)

PS: Physical Sciences

PS1-MS Matter and Its Interactions

Performance Expectations (PE)

Students who demonstrate understanding can:

PS1-MS-1. Develop models to describe the atomic composition of simple molecules and extended structures.
- Clarification Statement: Emphasis is on developing models of molecules that vary in complexity. Examples of simple molecules could include ammonia and methanol. Examples of extended structures could include sodium chloride or diamonds. Examples of molecular-level models could include drawings, 3D ball and stick structures, or computer representations showing different molecules with different types of atoms.
- Assessment Boundary: Assessment does not include valence electrons and bonding energy, discussing the ionic nature of subunits of complex structures, or a complete depiction of all individual atoms in a complex molecule or extended structure.

PS1-MS-2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.
- Clarification Statement: Examples of reactions could include burning sugar or steel wool, fat reacting with sodium hydroxide, and mixing zinc with hydrogen chloride.
- Assessment Boundary: Assessment is limited to analysis of the following properties: density, melting point, boiling point, solubility, flammability, and odor.

PS1-MS-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.
- Clarification Statement: Emphasis is on natural resources that undergo a chemical process to form the synthetic material. Examples of new materials could include new medicine, foods, and alternative fuels.
- Assessment Boundary: Assessment is limited to qualitative information.

PS1-MS-4. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
- Clarification Statement: Emphasis is on qualitative molecular-level models of solids, liquids, and gases to show that adding or removing thermal energy increases or decreases kinetic energy of the particles until a change of state occurs. Examples of models could include drawings and diagrams. Examples of particles could include molecules or inert atoms. Examples of pure substances could include water, carbon dioxide, and helium.

PS1-MS-5. Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.
- Clarification Statement: Emphasis is on law of conservation of matter and on physical models or drawings, including digital forms, that represent atoms.
- Assessment Boundary: Assessment does not include the use of atomic masses, balancing symbolic equations, or intermolecular forces.

PS1-MS-6. Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.
- Clarification Statement: Emphasis is on the design, controlling the transfer of energy to the environment, and modification of a device using factors such as type and concentration of a substance. Examples of designs could involve chemical reactions such as dissolving ammonium chloride or calcium chloride.
- Assessment Boundary: Assessment is limited to the criteria of amount, time, and temperature of substance in testing the device.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
Developing and Using Models Modeling in 6-8 builds on K-5 and progresses to developing, using and revising models to describe, test and predict more abstract phenomena and	**PS1.A Structure and Properties of Matter** • Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms.	**Patterns** Macroscopic patterns are related to the nature of microscopic and atomic-level structure. (PS1-MS-2)

design systems.

- Develop a model to predict and/or describe phenomena (PS1-MS-1, PS1-MS-4)
- Develop a model to describe unobservable mechanisms (PS1-MS-5)

Analyzing and Interpreting Data

Analyzing data in 6-8 builds on K-5 and progresses to extending quantitative analysis to investigations , distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.

- Analyze and interpret data to determine similarities and differences in findings (PS1-MS-2)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 6-8 builds on K-5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific knowledge, principles, and theories.

- Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints (PS1-MS-6)

Obtaining, Evaluating, and Communicating Information

Obtaining, evaluating, and communicating information in 6-8 builds on K-5 and progresses to evaluating the merit and validity of ideas and methods.

- Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence (PS1-MS-3)

Connections to Nature of Science

Scientific Knowledge is Based on Empirical Evidence

Science knowledge is based upon logical and conceptual connections between evidence and (PS1-MS-1)

- Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it. (PS1-MS-2, PS1-MS-3)
- Gases and liquids are made of molecules or inert atoms that are moving about relative to each other. (PS1-MS-4)
- In a liquid, the molecules are constantly in contact with others; in a gas, they are widely spaced except when they happen to collide. In a solid, atoms are closely spaced and may vibrate in position but do not change relative locations. (PS1-MS- 4)
- Solids may be formed from molecules, or they may be extended structures with repeating subunits (e.q., crystals). (PS1-MS-1)
- The changes of state that occur with variations in temperature or pressure can be described and predicted using these models of matter. (PS1-MS-4)

PS1.B Chemical Reactions

- Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants. (PS1-MS-1, PS1-MS-3, PS1-MS-5)
- The total number of each type of atom is conserved, and thus the mass does not change. (PS1-MS-5)
- Some chemical reactions release energy, others store energy. (PS1-MS-6)

PS3A: Definitions of Energy

- The term "heat" as used in everyday language refers both to thermal energy (the motion of atoms or molecules with in a substance) and the transfer of that thermal energy from one object to another. In science, heat is used only for this second meaning; it refers to the energy transferred due to the temperature difference between two objects. (PS1-MS-4)
- The temperature of a system is proportional to the average internal kinetic energy and potential energy per atom or molecule (whichever is the appropriate building block for the system's material). The details of that relationship depend on the type of atom or molecule and the interactions among the atoms in the material. Temperature is not a direct measure of a system's total thermal energy. The total thermal energy (sometimes called total internal energy) of a system depends jointly on the temperature, the total number of atoms in the system, and the state of the material. (PS1-MS-6)

ETS1.B Developing Possible Solutions

- A solution needs to be tested, and then modified on the basis

Cause and Effect

Cause and effect relationships may be used to predict phenomena in natural or designed systems. (PS1-MS-4)

Scale, Proportion, and Quantity

Time, space and energy phenomena can be observed at various scales using models to study systems that are too large or too small. (PS1-MS-1)

Energy and Matter

Matter is conserved because atoms are conserved in physical and chemical processes. (PS1-MS-5)

The transfer of energy0020can be tracked as energy flows though a designed or natural system. (PS1-MS-3)

Connections to Engineering, Technology, and Application of Science

Interdependence of Science, Engineering, and Technology

Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems. (PS1-MS-3)

Influence of Science, Engineering, and Technology on Society and the Natural World

The uses of technology and any limitations on their use are driven by individual and societal needs, desires, and values; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time. (PS1-MS-3)

explanations (PS1-MS-2) **Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena** Laws are regularities or mathematical descriptions of natural phemomena (PS1-MS-5)	of the test results in order to improve it. (PS1-MS-6) • The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution. (PS1-MS-6)	

Idaho Common Core Connections

ELA/Literacy	Mathematics
RST.6-8.1*Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions (PS1-MS-2),(PS1-MS-3)* ***RST.6-8.3****Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (PS1-MS-6)* ***RST.6-8.7****Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (PS1-MS-1),(PS1-MS-2),(PS1-MS-4),(PS1-MS-5)* ***WHST.6-8.7****Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (PS1-MS-6)* ***WHST.6-8.8****Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (PS1-MS-3)*	***MP.2****Reason abstractly and quantitatively. (PS1-MS-1),(PS1-MS-2),(PS1-MS-5)* ***MP.4****Model with mathematics. (PS1-MS-1),(PS1-MS-5)* ***6.RP.A.3****Use ratio and rate reasoning to solve real-world and mathematical problems. (PS1-MS-1),(PS1-MS-2),(PS1-MS-5)* ***6.NS.C.5****Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. (PS1-MS-4)* ***8.EE.A.3****Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. (PS1-MS-1)* ***6.SP.B.4****Display numerical data in plots on a number line, including dot plots, histograms, and box plots. (PS1-MS-2)* ***6.SP.B.5****Summarize numerical data sets in relation to their context (PS1-MS-2)*

PS2-MS Motion and Stability: Forces and Interactions

Performance Expectations (PE)

Students who demonstrate understanding can:

PS2-MS-1. Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.
- Clarification Statement: Examples of practical problems could include the impact of collisions between two cars, between a car and stationary objects, and between a meteor and a space vehicle.
- Assessment Boundary: Assessment is limited to vertical or horizontal interactions in one dimension.

PS2-MS-2. Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.
- Clarification Statement: Emphasis is on balanced (Newton's First Law) and unbalanced forces in a system, qualitative comparisons of forces, mass and changes in motion (Newton's Second Law), frame of reference, and specification of units.
- Assessment Boundary: Assessment is limited to forces and changes in motion in one-dimension in an inertial reference frame and to change in one variable at a time. Assessment does not include the use of trigonometry.

PS2-MS-3. Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.
- Clarification Statement: Examples of devices that use electric and magnetic forces could include electromagnets, electric motors, or generators. Examples of data could include the effect of the number of turns of wire on the strength of an electromagnet, or the effect of increasing the number or strength of magnets on the speed of an electric motor.
- Assessment Boundary: Assessment about questions that require quantitative answers is limited to proportional reasoning and algebraic thinking.

PS2-MS-4. Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.
- Clarification Statement: Examples of evidence for arguments could include data generated from simulations or digital tools; and charts displaying mass, strength of interaction, distance from the Sun, and orbital periods of objects within the solar system.
- Assessment Boundary: Assessment does not include Newton's Law of Gravitation or Kepler's Laws.

PS2-MS-5. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.

- Clarification Statement: Examples of this phenomenon could include the interactions of magnets, electrically-charged strips of tape, and electrically-charged pith balls. Examples of investigations could include first-hand experiences or simulations.
- Assessment Boundary: Assessment is limited to electric and magnetic fields, and limited to qualitative evidence for the existence of fields.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
Asking Questions and Defining Problems Asking questions and defining problems in 6-8 builds from K-5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models. • Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles (PS2-MS-3) **Planning and Carrying Out Investigations** Planning and carrying out investigations to answer questions or test solutions to problems in 6-8 builds on K-5 experiences and progresses to include investigations that use multiple variables and provides evidence to support explanations or design solutions. • Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variablesand controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim (PS2-MS-2) • Conduct an investigation and evaluate the experimental design to produce data to serve as the basis for evidence that can meet the goals of the investigation (PS2-MS-1) **Constructing Explanations and Designing Solutions** Constructing explanations and designing solutions in 6-8 builds on K-5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific knowledge, principles, and theories.	**PS2.A: Forces and Motion** • For any pair of interacting objects, the force exerted by the first object on the second object is equal in strength to the force that the second object exerts on the first, but in the opposite direction (Newton's third law). (PS2-MS-1) • The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion. (PS2-MS-2) • All positions of objects and the directions of forces and motions must be described in an arbitrarily chosen reference frame and arbitrarily chosen units of size. In order to share information with other people, these choices must also be shared. (PS2-MS-2) **PS2.B: Types of Interactions** • Electric and magnetic (electromagnetic) forces can be attractive or repulsive, and their sizes depend on the magnitudes of the charges, currents, or magnetic strengths involved and on the distances between the interacting objects. (PS2-MS-3) • Gravitational forces are always attractive. There is a gravitational force between any two masses, but it is very small except when one or both of the objects have large mass—e.g., Earth and the sun. (PS2-MS-4) • Forces that act at a distance (electric, magnetic, and gravitational) can be explained by fields that extend through space and can be mapped by their effect on a test object (a charged object, or a ball, respectively). (PS2-MS-5)	**Cause and Effect** Cause and effect relationships may be used to predict phenomena in natural or designed systems. (PS2-MS-3, PS2-MS-5) **Systems and System Models** Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy and matter flows within systems. (PS2-MS-1, PS2-MS-4) **Stability and Change** Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and forces at different scales. (PS2-MS-2) ***Connections to Engineering, Technology, and Applications of Science*** **Influence of Science, Engineering, and Technology on Society and the Natural World** The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. (PS2-MS-1)

- Apply scientific ideas or principles to design an object, tool, process or system (PS2-MS-1)

Engaging in Argument from Evidence
Engaging in argument from evidence in 6–8 builds from K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world.

- Construct and present oral and written arguments supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem. (PS2-MS-4)

Connections to Nature of Science

Scientific Knowledge is Based on Empirical Evidence
Science knowledge is based upon logical and conceptual connections between evidence and explanations (PS2-MS-2, PS2-MS-4)

Idaho Common Core Connections

ELA/Literacy	Mathematics
RST.6-8.1 *Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions (PS2-MS-1),(PS2-MS-3)* ***RST.6-8.3*** *Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (PS2-MS-1),(PS2-MS-2),(PS2-MS-5)* ***WHST.6-8.1*** *Write arguments focused on discipline-specific content. (PS2-MS-4)* ***WHST.6-8.7*** *Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (PS2-MS-1),(PS2-MS-2),(PS2-MS-5)*	***MP.2*** *Reason abstractly and quantitatively. (PS2-MS-1),(PS2-MS-2),(PS2-MS-3)* ***6.NS.C.5*** *Understand that positive and negative numbers are used together to describe quantities having opposite directions or values; use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. (PS2-MS-1)* ***6.EE.A.2*** *Write, read, and evaluate expressions in which letters stand for numbers. (PS2-MS-1),(PS2-MS-2)* ***7.EE.B.3*** *Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form, using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. (PS2-MS-1),(PS2-MS-2)* ***7.EE.B.4*** *Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (PS2-MS-1),(PS2-MS-2)*

PS3-MS Energy

Performance Expectations (PE)

Students who demonstrate understanding can:

PS3-MS-1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.

- Clarification Statement: Emphasis is on descriptive relationships between kinetic energy and mass separately from kinetic energy and speed. Examples could include riding a bicycle at different speeds, rolling different sizes of rocks

downhill, and getting hit by a wiffle ball versus a tennis ball.

PS3-MS-2. Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.

- Clarification Statement: Emphasis is on relative amounts of potential energy, not on calculations of potential energy. Examples of objects within systems interacting at varying distances could include: the Earth and either a roller coaster cart at varying positions on a hill or objects at varying heights on shelves, changing the direction/orientation of a magnet, and a balloon with static electrical charge being brought closer to a classmate's hair. Examples of models could include representations, diagrams, pictures, and written descriptions of systems.
- Assessment Boundary: Assessment is limited to two objects and electric, magnetic, and gravitational interactions.

PS3-MS-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.

- Clarification Statement: Examples of devices could include an insulated box, a solar cooker, and a Styrofoam cup.
- Assessment Boundary: Assessment does not include calculating the total amount of thermal energy transferred.

PS3-MS-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.

- Clarification Statement: Examples of experiments could include comparing final water temperatures after different masses of ice melted in the same volume of water with the same initial temperature, the temperature change of samples of different materials with the same mass as they cool or heat in the environment, or the same material with different masses when a specific amount of energy is added.
- Assessment Boundary: Assessment does not include calculating the total amount of thermal energy transferred.

PS3-MS-5. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

- Clarification Statement: Examples of empirical evidence used in arguments could include an inventory or other representation of the energy before and after the transfer in the form of temperature changes or motion of object.
- Assessment Boundary: Assessment does not include calculations of energy.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
Developing and Using Models Modeling in 6–8 builds on K–5 and progresses to developing, using and revising models to describe, test, and predict more abstract phenomena and design systems. • Develop a model to describe unobservable mechanisms. (PS3-MS-2) **Planning and Carrying Out Investigations** Planning and carrying out investigations to answer questions or test solutions to problems in 6–8 builds on K–5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or design solutions. • Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim. (PS3-MS-4) **Analyzing and Interpreting Data**	**PS3.A: Definitions of Energy** • Motion energy is properly called kinetic energy; it is proportional to the mass of the moving object and grows with the square of its speed. (PS3-MS-1) • A system of objects may also contain stored (potential) energy, depending on their relative positions. (PS3-MS-2) • Temperature is a measure of the average kinetic energy of particles of matter. The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present. (PS3-MS-3, PS3-MS-4) **PS3.B: Conservation of Energy and Energy Transfer** • When the motion energy of an object changes, there is inevitably some other change in energy at the same time. (PS3-MS-5) • The amount of energy transfer needed to change the temperature of a matter sample by a given amount depends on the nature of the matter, the size of the sample, and the environment. (PS3-MS-4) • Energy is spontaneously transferred out of hotter regions or objects and into colder ones. (PS3-MS-3)	**Scale, Proportion, and Quantity** Proportional relationships (e.g. speed as the ratio of distance traveled to time taken) among different types of quantities provide information about the magnitude of properties and processes. (PS3-MS-1, PS3-MS-4) **Systems and System Models** Models can be used to represent systems and their interactions – such as inputs, processes, and outputs – and energy and matter flows within systems. (PS3-MS-2) **Energy and Matter** Energy may take different forms (e.g. energy in fields, thermal energy, energy of motion). (PS3-MS-5) The transfer of energy can be tracked as energy flows through a designed or natural system. (PS3-MS-3)

Analyzing data in 6–8 builds on K–5 and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis. • Construct and interpret graphical displays of data to identify linear and nonlinear relationships. (PS3-MS-1) **Constructing Explanations and Designing Solutions** Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories. • Apply scientific ideas or principles to design, construct, and test a design of an object, tool, process or system. (PS3-MS-3) **Engaging in Argument from Evidence** Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed worlds. • Construct, use, and present oral and written arguments supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon. (PS3-MS-5) ***Connections to Nature of Science*** **Scientific Knowledge is Based on Empirical Evidence** Science knowledge is based upon logical and conceptual connections between evidence and explanations (PS3-MS-4, PS3-MS-5)	**PS3.C: Relationship Between Energy and Forces** • When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object. (PS3-MS-2) **ETS1.A: Defining and Delimiting an Engineering Problem** The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that is likely to limit possible solutions. (PS3-MS-3) **ETS1.B: Developing Possible Solutions** A solution needs to be tested, and then modified on the basis of the test results in order to improve it. There are systematic processes for evaluating solutions with respect to how well they meet criteria and constraints of a problem. (PS3-MS-3)	

Idaho Common Core Connections

ELA/Literacy	Mathematics
RST.6-8.1 *Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions (PS3-MS-1),(PS3-MS-5)* ***RST.6-8.3*** *Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (PS3-MS-3),(PS3-MS-4)* ***RST.6-8.7*** *Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (PS3-MS-1)* ***WHST.6-8.1*** *Write arguments focused on discipline content. (PS3-MS-5)*	***MP.2*** *Reason abstractly and quantitatively. (PS3-MS-1),(PS3-MS-4),(PS3-MS-5)* ***6.RP.A.1*** *Understand the concept of ratio and use ratio language to describe a ratio relationship between two quantities. (PS3-MS-1),(PS3-MS-5)* ***6.RP.A.2*** *Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship. (PS3-MS-1)* ***7.RP.A.2*** *Recognize and represent proportional relationships between quantities. (PS3-MS-1),(PS3-MS-5)* ***8.EE.A.1*** *Know and apply the properties of integer exponents to generate equivalent numerical expressions.*

WHST.6-8.7 *Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (PS3-MS-3),(PS3-MS-4)* ***SL.8.5*** *Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (PS3-MS-2)*	*(PS3-MS-1)* ***8.EE.A.2*** *Use square root and cube root symbols to represent solutions to equations of the form x2 = p and x3 = p, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that √2 is irrational. (PS3-MS-1)* ***8.F.A.3*** *Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. (PS3-MS-1),(PS3-MS-5)* ***6.SP.B.5*** *Summarize numerical data sets in relation to their context. (PS3-MS-4)*

PS4-MS Waves

Performance Expectations (PE)

Students who demonstrate understanding can:

PS4-MS-1. Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
- Clarification Statement: Emphasis is on describing waves with both qualitative and quantitative thinking.
- Assessment Boundary: Assessment does not include electromagnetic waves and is limited to standard repeating waves.

PS4-MS-2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
- Clarification Statement: Emphasis is on both light and mechanical waves. Examples of models could include drawings, simulations, and written descriptions.
- Assessment Boundary: Assessment is limited to qualitative applications pertaining to light and mechanical waves.

PS4-MS-3. Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.
- Clarification Statement: Emphasis is on a basic understanding that waves can be used for communication purposes. Examples could include using fiber optic cable to transmit light pulses, radio wave pulses in WIFI devices, and conversion of stored binary patterns to make sound or text on a computer screen.
- Assessment Boundary: Assessment does not include binary counting. Assessment does not include the specific mechanism of any given device.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
Developing and Using Models Modeling in 6–8 builds on K–5 and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems. • Develop and use a model to describe phenomena. (PS4-MS-2) **Using Mathematics and Computational Thinking** Mathematical and computational thinking at the 6–8 level builds on K–5 and progresses to identifying patterns in large data sets and using mathematical concepts to support explanations and arguments.	**PS4.A: Wave Properties** • A simple wave has a repeating pattern with a specific wavelength, frequency, and amplitude. (PS4-MS-1) • A sound wave needs a medium through which it is transmitted. (PS4-MS-2) **PS4.B: Electromagnetic Radiation** • When light shines on an object, it is reflected, absorbed, or transmitted through the object, depending on the object's material and the frequency (color) of the light. (PS4-MS-2) • The path that light travels can be traced as straight lines, except at surfaces between different transparent materials (e.g., air and water, air and glass) where the light path bends. (PS4-MS-2)	**Patterns** Graphs and charts can be used to identify patterns in data. (PS4-MS-1) **Structure and Function** Structures can be designed to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used. (PS4-MS-2) Structures can be designed to serve particular functions. (PS4-MS-3) ***Connections to Engineering,***

• Use mathematical representations to describe and/or support scientific conclusions and design solutions. (PS4-MS-1) **Obtaining, Evaluating, and Communicating Information** Obtaining, evaluating, and communicating information in 6-8 builds on K-5 and progresses to evaluating the merit and validity of ideas and methods. • Integrate qualitative scientific and technical information in written text with that contained in media and visual displays to clarify claims and findings. (PS4-MS-3) ***Connections to Nature of Science*** **Scientific Knowledge is Based on Empirical Evidence** Science knowledge is based upon logical and conceptual connections between evidence and explanations. (PS4-MS-1)	• A wave model of light is useful for explaining brightness, color, and the frequency-dependent bending of light at a surface between media. (PS4-MS-2) • However, because light can travel through space, it cannot be a matter wave, like sound or water waves. (PS4-MS-2) **PS4.C: Information Technologies and Instrumentation** • Digitized signals (sent as wave pulses) are a more reliable way to encode and transmit information. (PS4-MS-3)	***Technology, and Applications of Science*** **Influence of Science, Engineering, and Technology on Society and the Natural World** Technologies extend the measurement, exploration, modeling, and computational capacity of scientific investigations. (PS4-MS-3) ***Connections to Nature of Science*** **Science is a Human Endeavor** Advances in technology influence the progress of science and science has influenced advances in technology. (PS4-MS-3)

Idaho Common Core Connections

ELA/Literacy	Mathematics
RST.6-8.1 *Cite specific textual evidence to support analysis of science and technical texts. (PS4-MS-3)* ***RST.6-8.2*** *Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (PS4-MS-3)* ***RST.6-8.9*** *Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. (PS4-MS-3)* ***WHST.6-8.9*** *Draw evidence from informational texts to support analysis, reflection, and research. (PS4-MS-3)* ***SL.8.5*** *Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (PS4-MS-1),(PS4-MS-2)*	***MP.2*** *Reason abstractly and quantitatively. (PS4-MS-1)* ***MP.4*** *Model with mathematics. (PS4-MS-1)* ***6.RP.A.1*** *Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. (PS4-MS-1)* ***6.RP.A.3*** *Use ratio and rate reasoning to solve real-world and mathematical problems. (PS4-MS-1)* ***7.RP.A.2*** *Recognize and represent proportional relationships between quantities. (PS4-MS-1)* ***8.F.A.3*** *Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. (PS4-MS-1)*

LS: Life Sciences

LS1-MS Molecules to Organisms: Structure and Processes

Performance Expectations (PE)		
Students who demonstrate understanding can: **MS-LS1-1. Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.** • Clarification Statement: Emphasis is on developing evidence that living things are made of cells, distinguishing between living and non-living cells, and understanding that living things may be made of one cell or many and varied cells. **MS-LS1-2. Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.** • Clarification Statement: Emphasis is on the cell functioning as a whole system and the primary role of identified parts of the cell, specifically the nucleus, chloroplasts, mitochondria, cell membrane, and cell wall. These are visible with a light microscope. • Content Limit: Assessment of organelle structure/function relationships is limited to the cell wall and cell membrane. Assessment of the function of the other organelles is limited to their relationship to the whole cell. Assessment does not include the biochemical function of cells or cell parts. **MS-LS1-3. Use argument supported by evidence for how a living organism is a system of interacting subsystems composed of groups of cells.** • Clarification Statement: Emphasis is on the conceptual understanding that cells form tissues and tissues form organs specialized for particular body functions. Examples could include the interaction of subsystems within a system and the normal functioning of those systems. • Assessment Boundary: Assessment does not include the mechanism of one body system independent of others. Assessment is not focused on human body systems. **MS-LS1-4. Construct a scientific argument based on evidence to defend a claim of life for a specific object or organism.** • Clarification Statement: Examples should include both biotic and abiotic items, and should be defended using accepted characteristics of life. • Assessment Boundary: Assessment does not include viruses, or other disputed examples. **MS-LS1-5. Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.** • Clarification Statement: Emphasis is on tracing movement of matter and flow of energy. • Assessment Boundary: Assessment does not include the biochemical mechanisms of photosynthesis. **MS-LS1-6. Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.** • Clarification Statement: Emphasis is on describing that molecules are broken apart and put back together and that in this process, energy is released. Also understanding that the elements in the products are the same as the elements in the reactants . • Content Limit: Assessment does not include details of the chemical reactions for photosynthesis or respiration.		
Science and Engineering Practices (SEP)	**Disciplinary Core Ideas (DCI)**	**Crosscutting Concepts (CCC)**
Developing and Using Models Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems. • Develop and use a model to describe phenomena. (LS1-MS-2) • Develop a model to describe unobservable mechanisms. (LS1-MS-6)	**LS1.A: Structure and Function** • All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular). (LS1-MS-1) • Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell. (LS1-MS-2) • In multicellular organisms, the body is a system of multiple	**Scale, Proportion, and Quantity** Phenomena that can be observed at one scale may not be observable at another scale. (LS1-MS-1) **Systems and System Models** Systems may interact with other systems; they may have sub-systems and be a part of larger complex systems. (LS1-MS-3) **Energy and Matter**

Planning and Carrying Out Investigations Planning and carrying out investigations in 6-8 builds on K-5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or solutions. • Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation. (LS1-MS-1) **Constructing Explanations and Designing Solutions** Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific knowledge, principles, and theories. • Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (LS1-MS-5) **Engaging in Argument from Evidence** Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s). • Use an oral and written argument supported by evidence to support or refute an explanation or a model for a phenomenon. (LS1-MS-3) • Use an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem. (LS1-MS-4) ***Connections to Nature of Science*** **Scientific Knowledge is Based on Empirical**	interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions. (LS1-MS-3) **LS1.B: Characteristics of Living Things** • Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring. (LS1-MS-4) • Living things share certain characteristics. (These include response to environment, reproduction, energy use, growth and development, life cycles, made of cells, etc.) (LS1-MS-4) **LS1.C: Organization for Matter and Energy Flow in Organisms** • Plants, algae (including phytoplankton), and many microorganisms use the energy from light to make sugars (food) from carbon dioxide from the atmosphere and water through the process of photosynthesis, which also releases oxygen. These sugars can be used immediately or stored for growth or later use. (LS1-MS-5) • Within individual organisms, food moves through a series of chemical reactions (cellular respiration) in which it is broken down and rearranged to form new molecules, to support growth, or to release energy. (LS1-MS-6)	Matter is conserved because atoms are conserved in physical and chemical processes. (LS1-MS-6) Within a natural system, the transfer of energy drives the motion and/or cycling of matter. (MS-LS1-5) **Structure and Function** Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the relationships among its parts, therefore complex natural structures/systems can be analyzed to determine how they function. (LS1-MS-2) ***Connections to Engineering, Technology, and Applications of Science*** **Interdependence of Science, Engineering, and Technology** Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems. (LS1-MS-1) ***Connections to Nature of Science*** **Science is a Human Endeavor** Scientists and engineers are guided by habits of mind such as intellectual honesty, tolerance of ambiguity, skepticism, and openness to new ideas. (LS1-MS-3)

Evidence Science knowledge is based upon logical connections between evidence and explanations. (LS1-MS-5)		

Idaho Common Core Connections

ELA/Literacy	Mathematics
RST.6-8.1 *Cite specific textual evidence to support analysis of science and technical texts. (LS1-MS-3), (LS1-MS-4), (LS1-MS-5)* ***RST.6-8.2*** *Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (LS1-MS-5)* ***RI.6.8*** *Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (LS1-MS-3), (LS1-MS-4)* ***WHST.6-8.1*** *Write arguments focused on discipline content. (LS1-MS-3),(LS1-MS-4)* ***WHST.6-8.2*** *Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (LS1-MS-5)* ***WHST.6-8.7*** *Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (LS1-MS-1)* ***WHST.6-8.9*** *Draw evidence from informational texts to support analysis, reflection, and research. (LS1-MS-5)* ***SL.8.5*** *Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (LS1-MS-2),(LS1-MS-6)*	***6.EE.C.9*** *Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. (LS1-MS-1),(LS1-MS-2),(LS1-MS-3),(LS1-MS-5)* ***6.SP.A.2*** *Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. (LS1-MS-4)*

LS2-MS Ecosystems: Interactions, Energy, and Dynamics

Performance Expectations (PE)

Students who demonstrate understanding can:

LS2-MS-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

- Clarification Statement: Emphasis is on cause and effect relationships between resources and growth of individual organisms and the numbers of organisms in ecosystems during periods of abundant and scarce resources.

LS2-MS-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

- Clarification Statement: Emphasis is on predicting consistent patterns of interactions in different ecosystems in terms of the relationships among and between organisms and abiotic components of ecosystems. Examples of types of interactions could include competitive, predatory, and mutually beneficial.

LS2-MS-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

- Clarification Statement: Emphasis is on describing the conservation of matter and flow of energy into and out of various ecosystems, and on defining the boundaries of the system.
- Assessment Boundary: Assessment does not include the use of chemical reactions to describe the processes.

LS2-MS-4. Develop a model to describe the flow of energy through the trophic levels of an ecosystem.

- Clarification Statement: Emphasis is on describing the transfer of mass and energy beginning with producers, moving to primary and secondary consumers, and ending with decomposers.
- Assessment Boundary: Assessment does not include the use of chemical reactions to describe the processes.

LS2-MS-5. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

- Clarification Statement: Emphasis is on recognizing patterns in data and making warranted inferences about changes in populations, and on evaluating empirical evidence supporting arguments about changes to ecosystems.

LS2-MS-6. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.

- Clarification Statement: Examples of ecosystem services could include water purification, nutrient recycling, and prevention of soil erosion. Examples of design solution constraints could include scientific, economic, and social considerations.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
Developing and Using Models Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems. • Develop a model to describe phenomena. (LS2-MS-3, LS2-MS-4) **Analyzing and Interpreting Data** Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis. • Analyze and interpret data to provide evidence for phenomena. (LS2-MS-1) **Constructing Explanations and Designing Solutions** Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories. • Construct an explanation that includes qualitative or quantitative relationships between variables that predict phenomena. (LS2-MS-2) **Engaging in Argument from Evidence** Engaging in argument from evidence in 6–8 builds on K– 5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s). • Construct an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem. (LS2-MS-5) • Evaluate competing design solutions based on jointly developed and agreed-upon design criteria. (LS2-MS-6)	**LS2.A: Interdependent Relationships in Ecosystems** • Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors. (LS2-MS-1) • In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction. (LS2-MS-1) • Growth of organisms and population increases are limited by access to resources. (LS2-MS-1) • Similarly, predatory interactions may reduce the number of organisms or eliminate whole populations of organisms. Mutually beneficial interactions, in contrast, may become so interdependent that each organism requires the other for survival. Although the species involved in these competitive, predatory, and mutually beneficial interactions vary across ecosystems, the patterns of interactions of organisms with their environments, both living and nonliving, are shared. (LS2-MS-2) **LS2.B: Cycle of Matter and Energy Transfer in Ecosystems** • Food webs are models that demonstrate how matter and energy is transferred between producers, consumers, and decomposers as the three groups interact within an ecosystem. Transfers of matter into and out of the physical environment occur at every level. Decomposers recycle nutrients from dead plant or animal matter back to the soil in terrestrial environments or to the water in aquatic environments. The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem. (LS2-MS-3) • Food webs can be broken down into multiple energy pyramids. Concepts should include the 10% rule of energy and biomass transfer between trophic levels and the environment. (LS2-MS-4) **LS2.C: Ecosystem Dynamics, Functioning, and Resilience** • Ecosystems are dynamic in nature; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations. (LS2-MS-5) • Biodiversity describes the variety of species found in Earth's terrestrial and oceanic ecosystems. The completeness or integrity of an ecosystem's biodiversity is often used as a	**Patterns** Patterns can be used to identify cause and effect relationships. (LS2-MS-2) **Cause and Effect** Cause and effect relationships may be used to predict phenomena in natural or designed systems. (LS2-MS-1) **Energy and Matter** The transfer of energy can be tracked as energy flows through a natural system. (LS2-MS-3, LS2-MS-4) **Stability and Change** Small changes in one part of a system might cause large changes in another part. (LS2-MS-4, LS2-MS-5, LS2-MS-6) ***Connections to Engineering, Technology, and Applications of Science*** **Influence of Science, Engineering, and Technology on Society and the Natural World** The use of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time. (LS2-MS-6) ***Connections to Nature of Science*** **Scientific Knowledge Assumes an Order and Consistency in Natural Systems** Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation. (LS2-MS-3) **Science Addresses Questions About the Natural and Material World** Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes. (LS2-

Connections to Nature of Science **Scientific Knowledge is Based on Empirical Evidence** Science disciplines share common rules of obtaining and evaluating empirical evidence. (LS2-MS-5)	measure of its health. (LS2-MS-6) **LS4.D: Biodiversity and Humans** • Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on—for example, water purification and recycling. (LS2-MS-6) **ETS1.B: Developing Possible Solutions** • There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem. (LS2-MS-6)	MS-6)

Idaho Common Core Connections

ELA/Literacy	Mathematics
RST.6-8.1 *Cite specific textual evidence to support analysis of science and technical texts. (LS2-MS-1),(LS2-MS-2),(LS2-MS-4), (LS2-MS-5)* ***RST.6-8.7*** *Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (LS2-MS-1), (LS2-MS-4)* ***RST.6-8.8*** *Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (LS2-MS-6)* ***RI.8.8*** *Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (LS-MS-5),(LS2-MS-6)* ***WHST.6-8.1*** *Write arguments to support claims with clear reasons and relevant evidence. (LS2-MS-5)* ***WHST.6-8.2*** *Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (LS2-MS-2)* ***WHST.6-8.9*** *Draw evidence from literary or informational texts to support analysis, reflection, and research. (LS2-MS-2),(LS2-MS-5)* ***SL.8.1*** *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (LS2-MS-2)* ***SL.8.4*** *Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (LS2-MS-2)* ***SL.8.5*** *Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (LS2-MS-3), (LS2-MS-4)*	***MP.4*** *Model with mathematics. (LS2-MS-6)* ***6.RP.A.3*** *Use ratio and rate reasoning to solve real-world and mathematical problems. (LS2-MS-6)* ***6.EE.C.9*** *Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. (LS2-MS-3), (LS2-MS-4)* ***6.SP.B.5*** *Summarize numerical data sets in relation to their context. (LS2-MS-2), (LS2-MS-4)*

LS3-MS Heredity: Inheritance and Variation of Traits

Performance Expectations (PE)

Students who demonstrate understanding can:

LS3-MS-1. Develop and use a model to describe why mutations may result in harmful, beneficial, or neutral effects to the structure and function of the organism.

- Clarification Statement: Emphasis is on conceptual understanding that changes in genetic material may result in making different proteins.
- Assessment Boundary: Assessment does not include specific changes at the molecular level, mechanisms for protein synthesis, or specific types of mutations.

LS3-MS-2. Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.

- Clarification Statement: Emphasis is on using models such as Punnett squares, diagrams, and simulations to describe the cause and effect relationship of gene transmission from parent(s) to offspring and resulting genetic variation.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
Developing and Using Models Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems. • Develop and use a model to describe phenomena. (LS3-MS-1, LS3-MS-2)	**LS1.B: Growth and Development of Organisms** • Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring. (LS3-MS-2) **LS3.A: Inheritance of Traits** • Genes are located in the chromosomes of cells, with each chromosome pair containing two variants of each of many distinct genes. Each distinct gene chiefly controls the production of specific proteins, which in turn affects the traits of the individual. Changes (mutations) to genes can result in changes to proteins, which can affect the structures and functions of the organism and thereby change traits. (LS3-MS-1) • Variations of inherited traits between parent and offspring arise from genetic differences that result from the subset of chromosomes (and therefore genes) inherited. (LS3-MS-2) **LS3.B: Variation of Traits** • In sexually reproducing organisms, each parent contributes half of the genes acquired (at random) by the offspring. Individuals have two of each chromosome and hence two alleles of each gene, one acquired from each parent. These versions may be identical or may differ from each other. (LS3-MS-2) • In addition to variations that arise from sexual reproduction, genetic information can be altered because of mutations. Though rare, mutations may result in changes to the structure and function of proteins. Some changes are beneficial, others harmful, and some neutral to the organism. (LS3-MS-1)	**Cause and Effect** Cause and effect relationships may be used to predict phenomena in natural systems. (LS3-MS-2) **Structure and Function** Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the shapes, composition, and relationships among its parts, therefore complex natural structures/systems can be analyzed to determine how they function. (LS3-MS-1)

Idaho Common Core Connections

ELA/Literacy	Mathematics
RST.6-8.1 *Cite specific textual evidence to support analysis of science and technical texts. (LS3-MS-1),(LS3-MS-2)* ***RST.6-8.4*** *Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. (LS3-MS-1),(LS3-MS-2)* ***RST.6-8.7*** *Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (LS3-MS-1),(LS3-MS-2)* ***SL.8.5*** *Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (LS3-MS-1),(LS3-MS-2)*	***MP.4*** *Model with mathematics. (LS3-MS-2)* ***6.SP.B.5*** *Summarize numerical data sets in relation to their context. (LS3-MS-2)*

LS4-MS Biological Adaptation: Unity and Diversity

Performance Expectations (PE)

Students who demonstrate understanding can:

LS4-MS-1. Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.

- Clarification Statement: Emphasis is on finding patterns of changes in the level of complexity of anatomical structures in organisms and the chronological order of fossil appearance in the rock layers.
- Assessment Boundary: Assessment does not include the names of individual species or geological eras in the fossil record.

LS4-MS-2. Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer relationships.

- Clarification Statement: Emphasis is on explanations of the relationships among organisms in terms of similarity or differences of the gross appearance of anatomical structures.

LS4-MS-3. Analyze displays of pictorial data to compare patterns of similarities in the anatomical structures across multiple species of similar classification levels to identify relationships.

- Clarification Statement: Emphasis is on inferring general patterns of relatedness among structures of different organisms by comparing the appearance of diagrams or pictures.
- Assessment Boundary: Assessment of comparisons is limited to gross appearance of anatomical structures within genus and species levels. No memorization of classification levels is required.

LS4-MS-4. Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.

- Clarification Statement: Emphasis is on using concepts of natural selection like overproduction of offspring, passage of time, variation in a population, selection of favorable traits, and heritability of traits.

LS4-MS-5. Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.

- Clarification Statement: Emphasis is on synthesizing information from reliable sources about the influence of humans on genetic outcomes in artificial selection (such as genetic modification, animal husbandry, gene therapy); and, on the impacts these technologies have on society as well as the technologies leading to these scientific discoveries.

LS4-MS-6. Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.

- Clarification Statement: Emphasis is on using mathematical models, probability statements, and proportional reasoning to support explanations of trends in changes to populations over time. Examples could include Peppered moth population changes before and after the industrial revolution.
- Assessment Boundary: Assessment does not include Hardy Weinberg calculations.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
Analyzing and Interpretting Data Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis. • Analyze displays of data to identify linear and nonlinear relationships. (LS4-MS-3) • Analyze and interpret data to determine similarities and differences in findings. (LS4-MS-1)	**LS4.A: Classification of Organisms** • The collection of fossils and their placement in chronological order is known as the fossil record and documents the change of many life forms throughout the history of the Earth. (LS4-MS-1) • Anatomical similarities and differences between various organisms living today and between them and organisms in the fossil record enable the classification of living things. (LS4-MS-2) • Scientific genus and species level names indicate a degree of relationship. (LS4-MS-3)	**Patterns** Patterns can be used to identify cause and effect relationships. (LS4-MS-2) Graphs, charts, and images can be used to identify patterns in data. (LS4-MS-1),(LS4-MS-3) **Cause and Effect** Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability. (LS4-MS-4),(LS4-MS-5),(LS4-MS-6)

Using Mathematics and Computational Thinking Mathematics and computational thinking in 6-8 builds on K-5 experiences and progresses to identifying patterns in large data sets and using mathematical concepts to support explanations and arguments. • Use mathematical representations to support scientific conclusions and design solutions. (LS4-MS-6) **Constructing Explanations and Designing Solutions** Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories. • Apply scientific ideas to construct an explanation for real-world phenomena, examples, or events. (LS4-MS-2) • Construct an explanation that includes qualitative or quantitative relationships between variables that describe phenomena. (LS4-MS-4) **Obtaining, Evaluating, and Communicating Information** Obtaining, evaluating, and communicating information in 6–8 builds on K–5 experiences and progresses to evaluating the merit and validity of ideas and methods. • Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence. (LS4-MS-5) ***Connections to Nature of Science*** **Scientific Knowledge is Based on Empirical Evidence** Science knowledge is based upon logical and conceptual connections between evidence and explanations. (LS4-MS-1)	**LS4.B: Natural Selection** • Natural selection leads to the predominance of certain traits in a population, and the suppression of others. (LS4-MS-4) • In artificial selection, humans have the capacity to influence certain characteristics of organisms by selective breeding. One can choose desired parental traits determined by genes, which are then passed on to offspring. (LS4-MS-5) **LS4.C: Adaptation** • Adaptation by natural selection acting over generations is one important process by which species change over time in response to changes in environmental conditions. Traits that support successful survival and reproduction in the new environment become more common; those that do not become less common. Thus, the distribution of traits in a population changes. (LS4-MS-6)	***Connections to Engineering, Technology, and Applications of Science*** **Interdependence of Science, Engineering, and Technology** Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems. (LS4-MS-5) ***Connections to Nature of Science*** **Scientific Knowledge Assumes an Order and Consistency in Natural Systems** Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation. (LS4-MS-1),(LS4-MS-2) **Science Addresses Questions About the Natural and Material World** Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes. (LS4-MS-5)

Idaho Common Core Connections	
ELA/Literacy	Mathematics
RST.6-8.1 *Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions (LS4-MS-1),(LS4-MS-2),(LS4-MS-3),(LS4-MS-4),(LS4-MS-5)* ***RST.6-8.7*** *Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (LS4-MS-1),(LS4-MS-3)* ***RST.6-8.9*** *Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. (LS4-MS-3),(LS4-MS-4)* ***WHST.6-8.2*** *Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (LS4-MS-2),(LS4-MS-4)* ***WHST.6-8.8*** *Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (LS4-MS-5)* ***WHST.6-8.9*** *Draw evidence from informational texts to support analysis, reflection, and research. (LS4-MS-2),(LS4-MS-4)* ***SL.8.1*** *Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (LS4-MS-2),(LS4-MS-4)* ***SL.8.4*** *Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (LS4-MS-2),(LS4-MS-4)*	***MP.4*** *Model with mathematics. (LS4-MS-6)* ***6.RP.A.1*** *Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. (LS4-MS-4),(LS4-MS-6)* ***6.SP.B.5*** *Summarize numerical data sets in relation to their context. (LS4-MS-4),(LS4-MS-6)* ***6.EE.B.6*** *Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (LS4-MS-1),(LS4-MS-2)* ***7.RP.A.2*** *Recognize and represent proportional relationships between quantities. (LS4-MS-4),(LS4-MS-6)*

ESS: Earth and Space Sciences

ESS1-MS Earth's Place in the Universe

Performance Expectations (PE)
Students who demonstrate understanding can: **ESS1-MS-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.** • Clarification Statement: Examples of models can be physical, graphical, or conceptual. **ESS1-MS-2. Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.** • Clarification Statement: Emphasis for the model is on gravity as the force that holds together the solar system and Milky Way galaxy and controls orbital motions within them. Examples of models can be physical (such as the analogy of distance along a football field or computer visualizations of elliptical orbits) or conceptual (such as mathematical proportions relative to the size of familiar objects such as students' school or state). • Assessment Boundary: Assessment does not include Kepler's Laws of orbital motion or the apparent retrograde motion of the planets as viewed from Earth. **ESS1-MS-3. Analyze and interpret data to determine scale properties of objects in the solar system.** • Clarification Statement: Emphasis is on the analysis of data from Earth-based instruments, space-based telescopes, and spacecraft to determine similarities and differences among solar system objects. Examples of scale properties include the sizes of an object's layers (such as crust and atmosphere), surface features (such as volcanoes), and orbital radius. Examples of data include statistical information, drawings and photographs, and models. • Assessment Boundary: Assessment does not include recalling facts about properties of the planets and other solar system bodies. **ESS1-MS-4. Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.** • Clarification Statement: Emphasis is on how analyses of rock formations and the fossils they contain are used to establish relative ages of major events in Earth's history. Examples of Earth's major events could range from being very recent (such as the last Ice Age or the earliest fossils of homo sapiens) to very old (such as the formation of Earth or the earliest evidence of life). Examples can include the formation of mountain chains and ocean basins, the evolution or extinction of particular living organisms, or significant volcanic eruptions. • Assessment Boundary: Assessment does not include recalling the names of specific periods or epochs and events within them.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
Developing and Using Models Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems. • Develop and use a model to describe phenomena. (ESS1-MS-1, ESS1-MS-2) **Analyzing and Interpreting Data** Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis. • Analyze and interpret data to determine similarities and differences in findings. (ESS1-MS-3)	**ESS1.A: The Universe and Its Stars** • Patterns of the apparent motion of the sun, the moon, and stars in the sky can be observed, described, predicted, and explained with models. (ESS1-MS-1) • Earth and its solar system are part of the Milky Way galaxy, which is one of many galaxies in the universe. (ESS1-MS-2) **ESS1.B: Earth and the Solar System** • The solar system consists of the sun and a collection of objects, including planets, their moons, and asteroids that are held in orbit around the sun by its gravitational pull on them. (ESS1-MS-2, ESS1-MS-3) • This model of the solar system can explain eclipses of the sun and the moon. Earth's spin axis is fixed in direction over the short-term but tilted relative to its orbit around the sun. The seasons are a result of that tilt and are caused by the differential intensity of sunlight on different areas of Earth	**Patterns** Patterns can be used to identify cause- and-effect relationships. (ESS1-MS-1) **Scale, Proportion, and Quantity** Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small. (ESS1-MS-3, ESS1-MS-4) **Systems and System Models** Models can be used to represent systems and their interactions. (ESS1-MS-2) ***Connections to Engineering, Technology, and Applications of Science*** **Interdependence of Science, Engineering,**

Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories. • Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (ESS1-MS-4)	across the year. (ESS1-MS-1) • The solar system appears to have formed from a disk of dust and gas, drawn together by gravity. (ESS1-MS-2) **ESS1.C: The History of Planet Earth** • The geologic time scale interpreted from rock strata provides a way to organize Earth's history. Analyses of rock strata and the fossil record provide only relative dates, not an absolute scale. (ESS1-MS-4)	**and Technology** Engineering advances have led to important discoveries in virtually every field of science and scientific discoveries have led to the development of entire industries and engineered systems. (ESS1-MS-3) ***Connections to Nature of Science*** **Scientific Knowledge Assumes an Order and Consistency in Natural Systems** Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation. (ESS1-MS-1, ESS1-MS-2)

Idaho Common Core Connections

ELA/Literacy	Mathematics
RST.6-8.1 *Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions (ESS1-MS-3),(ESS1-MS-4)* ***RST.6-8.7*** *Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (ESS1-MS-3)* ***WHST.6-8.2*** *Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (ESS1-MS-4)* ***SL.8.5*** *Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (ESS1-MS-1),(ESS1-MS-2)*	***MP.2*** *Reason abstractly and quantitatively. (ESS1-MS-3)* ***MP.4*** *Model with mathematics. (ESS1-MS-1), (ESS1-MS-2)* ***6.RP.A.1*** *Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. (ESS1-MS-1), (ESS1-MS-2), (ESS1-MS-3)* ***7.RP.A.2*** *Recognize and represent proportional relationships between quantities. (ESS1-MS-1),(ESS1-MS-2),(ESS1-MS-3)* ***6.EE.B.6*** *Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (ESS1-MS-2),(ESS1-MS-4)* ***7.EE.B.4*** *Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (ESS1-MS-2),(ESS1-MS-4)*

ESS2-MS Earth's Systems

Performance Expectations (PE)

Students who demonstrate understanding can:

ESS2-MS-1. Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.

- Clarification Statement: Emphasis is on the processes of melting, crystallization, weathering, deformation, and sedimentation, which act together to form minerals and rocks through the cycling of Earth's materials.
- Assessment Boundary: Assessment does not include the identification and naming of minerals.

ESS2-MS-2. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.

- Clarification Statement: Emphasis is on how processes change Earth's surface at time and spatial scales that can be large (such as slow plate motions or the uplift of large mountain ranges) or small (such as rapid landslides or microscopic geochemical reactions), and how many geoscience processes (such as earthquakes, volcanoes, and meteor impacts) usually behave gradually but are punctuated by catastrophic events. Examples of geoscience processes include surface weathering and deposition by the movements of water, ice, and wind. Emphasis is on geoscience processes that shape local geographic features, where appropriate.

ESS2-MS-3. Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.

- Clarification Statement: Examples of data include similarities of rock and fossil types on different continents, the shapes of the continents (including continental shelves), and the locations of ocean structures (such as ridges, fracture

zones, and trenches).
- Assessment Boundary: Paleomagnetic anomalies in oceanic and continental crust are not assessed.

ESS2-MS-4. Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.
- Clarification Statement: Emphasis is on the ways water changes its state as it moves through the multiple pathways of the hydrologic cycle. Examples of models can be conceptual or physical.
- Assessment Boundary: A quantitative understanding of the latent heats of vaporization and fusion is not assessed.

ESS2-MS-5. Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.
- Clarification Statement: Emphasis is on how air masses flow from regions of high pressure to low pressure, causing weather (defined by temperature, pressure, humidity, precipitation, and wind) at a fixed location to change over time, and how sudden changes in weather can result when different air masses collide. Emphasis is on how weather can be predicted within probabilistic ranges. Examples of data can be provided to students (such as weather maps, diagrams, and visualizations) or obtained through laboratory experiments (such as with condensation).
- Assessment Boundary: Assessment does not include recalling the names of cloud types or weather symbols used on weather maps or the reported diagrams from weather stations.

ESS2-MS-6. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.
- Clarification Statement: Emphasis is on how patterns vary by latitude, altitude, and geographic land distribution. Emphasis of atmospheric circulation is on the sunlight-driven latitudinal banding, the Coriolis effect, and resulting prevailing winds; emphasis of ocean circulation is on the transfer of heat by the global ocean convection cycle, which is constrained by the Coriolis effect and the outlines of continents. Examples of models can be diagrams, maps and globes, or digital representations.
- Assessment Boundary: Assessment does not include the dynamics of the Coriolis effect.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
Developing and Using Models Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems. • Develop and use a model to describe phenomena. (ESS2-MS-1, ESS2-MS-6) • Develop a model to describe unobservable mechanisms. (ESS2-MS-4) **Planning and Carrying Out Investigations** Planning and carrying out investigations in 6-8 builds on K-5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or solutions. • Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions. (ESS2-MS-5) **Analyzing and Interpreting Data** Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.	**ESS1.C: The History of Planet Earth** • Tectonic processes continually generate new ocean sea floor at ridges and destroy old sea floor at trenches. (ESS2-MS-3) **ESS2.A: Earth's Materials and Systems** • All Earth processes are the result of energy flowing and matter cycling within and among the planet's systems. This energy is derived from the sun and Earth's hot interior. The energy that flows and matter that cycles produce chemical and physical changes in Earth's materials and living organisms. (ESS2-MS-1) • The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future. (ESS2-MS-2) **ESS2.B: Plate Tectonics and Large-Scale System Interactions** • Maps of ancient land and water patterns, based on investigations of rocks and fossils, make clear how Earth's plates have moved great distances, collided, and spread apart. (ESS2-MS-3) **ESS2.C: The Roles of Water in Earth's Surface Processes** • Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation, as well as downhill flows on land. (ESS2-MS-4)	**Patterns** Patterns in rates of change and other numerical relationships can provide information about natural systems. (ESS2-MS-3) **Cause and Effect** Cause and effect relationships may be used to predict phenomena in natural or designed systems. (ESS2-MS-5) **Scale Proportion and Quantity** Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small. (ESS2-MS-2) **Systems and System Models** Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy, matter, and information flows within systems. (ESS2-MS6) **Energy and Matter** Within a natural or designed system, the transfer of energy drives the motion and/or cycling of matter. (ESS2-MS-4) **Stability and Change** Explanations of stability and change in natural or designed systems can be constructed by

• Analyze and interpret data to provide evidence for phenomena. (ESS2-MS-3) **Constructing Explanations and Designing Solutions** Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories. • Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe nature operate today as they did in the past and will continue to do so in the future. (ESS2-MS-2) ***Connections to Nature of Science*** **Scientific Knowledge is Open to Revision in Light of New Evidence** Science findings are frequently revised and/or reinterpreted based on new evidence. (ESS2-MS-3)	• The complex patterns of the changes and the movement of water in the atmosphere, determined by winds, landforms, and ocean temperatures and currents, are major determinants of local weather patterns. (ESS2-MS-5) • Global movements of water and its changes in form are propelled by sunlight and gravity. (ESS2-MS-4) • Variations in density due to variations in temperature and salinity drive a global pattern of interconnected ocean currents. (ESS2-MS-6) • Water's movements—both on the land and underground—cause weathering and erosion, which change the land's surface features and create underground formations. (ESS2-MS-2) **ESS2.D: Weather and Climate** • Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns. (ESS2-MS-6) • Because these patterns are so complex, weather can only be predicted using probability. (ESS2-MS-5) • The ocean exerts a major influence on weather and climate by absorbing energy from the sun, releasing it over time, and globally redistributing it through ocean currents. (ESS2-MS-6)	examining the changes over time and processes at different scales, including the atomic scale. (ESS2-MS-1)

Idaho Common Core Connections

ELA/Literacy	Mathematics
RST.6-8.1 *Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions (ESS2-MS-2),(ESS2-MS-3),(ESS2-MS-5)* ***RST.6-8.7*** *Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (ESS2-MS-3)* ***RST.6-8.9*** *Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. (ESS2-MS-3),(ESS2-MS-5)* ***WHST.6-8.2*** *Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (ESS2-MS-2)* ***WHST.6-8.8*** *Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (ESS2-MS-5)* ***SL.8.5*** *Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (ESS2-MS-1),(ESS2-MS-2), (ESS2-MS-6)*	***MP.2*** *Reason abstractly and quantitatively. (ESS2-MS-2), (ESS2-MS-3), (ESS2-MS-5)* **6.NS.C.5** Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. (ESS2-MS-5) ***6.EE.B.6*** *Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (ESS2-MS-2),(ESS2-MS-3)* ***7.EE.B.4*** *Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (ESS2-MS-2),(ESS2-MS-3)*

ESS3-MS Earth and Human Activity

Performance Expectations (PE)
Students who demonstrate understanding can:

ESS3-MS-1. Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.

- Clarification Statement: Emphasis is on how these resources are limited and typically non-renewable, and how their distributions are significantly changing as a result of removal by humans. Examples of uneven distributions of resources as a result of past processes include but are not limited to petroleum (locations of the burial of organic marine sediments and subsequent geologic traps), metal ores (locations of past volcanic and hydrothermal activity associated with subduction zones), and soil (locations of active weathering and/or deposition of rock).

ESS3-MS-2. Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

- Clarification Statement: Emphasis is on how some natural hazards, such as volcanic eruptions and severe weather, are preceded by phenomena that allow for reliable predictions, but others, such as earthquakes, occur suddenly and with no notice, and thus are not yet predictable. Examples of natural hazards can be taken from interior processes (such as earthquakes and volcanic eruptions), surface processes (such as mass wasting and tsunamis), or severe weather events (such as hurricanes, tornadoes, and floods). Examples of data can include the locations, magnitudes, and frequencies of the natural hazards. Examples of technologies can be global (such as satellite systems to monitor hurricanes or forest fires) or local (such as building basements in tornado-prone regions or reservoirs to mitigate droughts).

ESS3-MS-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

- Clarification Statement: Examples of the design process include examining human environmental impacts, assessing the kinds of solutions that are feasible, and designing and evaluating solutions that could reduce that impact. Examples of human impacts can include water usage (such as the withdrawal of water from streams and aquifers or the construction of dams and levees), land usage (such as urban development, agriculture, or the removal of wetlands), and pollution (such as of the air, water, or land).

ESS3-MS-4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

- Clarification Statement: Examples of evidence include grade-appropriate databases on human populations and the rates of consumption of food and natural resources (such as freshwater, mineral, and energy). Examples of impacts can include changes to the appearance, composition, and structure of Earth's systems as well as the rates at which they change. The consequences of increases in human populations and consumption of natural resources are described by science, but science does not make the decisions for the actions society takes.

ESS3-MS-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

- Clarification Statement: Examples of factors include human activities (such as fossil fuel combustion, cement production, and agricultural activity) and natural processes (such as changes in incoming solar radiation or volcanic activity). Examples of evidence can include tables, graphs, and maps of global and regional temperatures, atmospheric levels of gases such as carbon dioxide and methane, and the rates of human activities. Emphasis is on the major role that human activities play in causing the rise in global temperatures.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
Asking Questions and Defining Problems Asking questions and defining problems in grades 6–8 builds on grades K–5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models. • Ask questions to identify and clarify evidence of an argument. (ESS3-MS-5) **Analyzing and Interpreting Data** Analyzing data in 6–8 builds on K–5 and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis. • Analyze and interpret data to determine similarities and differences in findings. (ESS3-MS-2) **Constructing Explanations and Designing**	**ESS3.A: Natural Resources** • Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources. Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of past geologic processes. (ESS3-MS-1) **ESS3.B: Natural Hazards** • Mapping the history of natural hazards in a region, combined with an understanding of related geologic forces can help forecast the locations and likelihoods of future events. (ESS3-MS-2) **ESS3.C: Human Impacts on Earth Systems** • Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth's environments can have different impacts (negative	**Patterns** Graphs, charts, and images can be used to identify patterns in data. (ESS3-MS-2) **Cause and Effect** Relationships can be classified as causal or correlational, and correlation does not necessarily imply causation. (ESS3-MS-3) Cause and effect relationships may be used to predict phenomena in natural or designed systems. (ESS3-MS-1),(ESS3-MS-4) **Stability and Change** Stability might be disturbed either by sudden events or gradual changes that accumulate over time. (ESS3-MS-5) ***Connections to Engineering, Technology, and Applications of Science***

Solutions Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories. • Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (ESS3-MS-1) • Apply scientific principles to design an object, tool, process or system. (ESS3-MS-3) **Engaging in Argument from Evidence** Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s). • Construct an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem. (ESS3-MS-4)	and positive) for different living things. (ESS3-MS-3) • Typically as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise. (ESS3-MS-3, ESS3-MS-4) **ESS3.D: Global Climate Change** • Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities. (ESS3-MS-5)	**Influence of Science, Engineering, and Technology on Society and the Natural World** All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment. (ESS3-MS-1, ESS3-MS-4) The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time. (ESS3-MS-2, ESS3-MS-3) ***Connections to Nature of Science*** **Science Addresses Questions About the Natural and Material World** Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes. (ESS3-MS-4)

Idaho Common Core Connections

ELA/Literacy	Mathematics
RST.6-8.1 *Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions (ESS3-MS-1),(ESS3-MS-2),(ESS3-MS-4). (ESS3-MS-5)* ***RST.6-8.7*** *Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (ESS3-MS-2)* ***WHST.6-8.1*** *Write arguments focused on discipline content. (ESS3-MS-4)* ***WHST.6-8.2*** *Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (ESS3-MS-1)* ***WHST.6-8.7*** *Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (ESS3-MS-3)* ***WHST.6-8.8*** *Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (ESS3-MS-3)* ***WHST.6-8.9*** *Draw evidence from informational texts to support analysis, reflection, and research. (ESS3-MS-1),(ESS3-MS-4)*	***MP.2*** *Reason abstractly and quantitatively. (ESS3-MS-2), (ESS3-MS-5)* ***6.RP.A.1*** *Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. (ESS3-MS-3),(ESS3-MS-4)* ***7.RP.A.2*** *Recognize and represent proportional relationships between quantities. (ESS3-MS-3),(ESS3-MS-4)* ***6.EE.B.6*** *Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (ESS3-MS-1),(ESS3-MS-2),(ESS3-MS-3),(ESS3-MS-4),(ESS3-MS-5)* ***7.EE.B.4*** *Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (ESS3-MS-1),(ESS3-MS-2),(ESS3-MS-3),(ESS3-MS-4),(ESS3-MS-5)*

High School (9-12)

LS: Life Sciences

LS1-HS Molecules to Organisms: Structure and Processes

Performance Expectations (PE)
Students who demonstrate understanding can: **LS1-HS-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.** • Clarification Statement: Emphasis is on the structure of the double helix, the pairing and sequencing of the nitrogenous bases, transcription, translation, and protein synthesis. • Assessment Boundary: Assessment does not include identification of specific cell or tissue types, whole body systems, specific protein structures and functions, or the biochemistry of protein synthesis. **LS1-HS-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.** • Clarification Statement: Emphasis is on functions at the organism system level such as nutrient uptake, water delivery, and organism movement in response to neural stimuli. An example of an interacting system could be an artery depending on the proper function of elastic tissue and smooth muscle to regulate and deliver the proper amount of blood within the circulatory system. • Assessment Boundary: Assessment does not include interactions and functions at the molecular or chemical reaction level. **LS1-HS-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.** • Clarification Statement: Examples of investigations could include heart rate response to exercise, stomate response to moisture and temperature, and root development in response to water levels. • Assessment Boundary: Assessment does not include the cellular processes involved in the feedback mechanism. **LS1-HS-4. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.** • Assessment Boundary: Assessment does not include specific gene control mechanisms or rote memorization of the steps of mitosis. **LS1-HS-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.** • Clarification Statement: Emphasis is on illustrating inputs and outputs of matter and the transfer and transformation of energy in photosynthesis by plants and other photosynthesizing organisms. Examples of models could include diagrams, chemical equations, and conceptual models. • Assessment Boundary: Assessment does not include specific biochemical steps. **LS1-HS-6. Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.** • Clarification Statement: Emphasis is on using evidence from models and simulations to support explanations. • Assessment Boundary: Assessment does not include the details of the specific chemical reactions or identification of macromolecules. **LS1-HS-7. Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.** • Clarification Statement: Emphasis is on the conceptual understanding of the inputs and outputs of the process of cellular respiration. • Assessment Boundary: Assessment should not include identification of the steps or specific processes involved in cellular respiration.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
Developing and Using Models Modeling in 9–12 builds on K–8 experiences and progresses to using, synthesizing, and developing	**LS1.A: Structure and Function** • Systems of specialized cells within organisms help them perform the essential functions of life. (LS1-HS-1)	**Systems and System Models** Models (e.g., physical, mathematical, computer models) can be used to simulate systems and

models to predict and show relationships among variables between systems and their components in the natural and designed worlds. • Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system. (LS1-HS-2) • Use a model based on evidence to illustrate the relationships between systems or between components of a system. (LS1-HS-4, LS1-HS-5, LS1-HS-7) **Planning and Carrying Out Investigations** Planning and carrying out in 9-12 builds on K-8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models. • Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. (LS1-HS-3) **Constructing Explanations and Designing Solutions** Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories. • Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (LS1-HS-1) • Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations,	• All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells. (LS1-HS-1) • Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level. (LS1-HS-2) • Feedback mechanisms maintain a living system's internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range. Feedback mechanisms can encourage (through positive feedback) or discourage (negative feedback) what is going on inside the living system. (LS1-HS-3) **LS1.B: Growth and Development of Organisms** • In multicellular organisms individual cells grow and then divide via a process called mitosis, thereby allowing the organism to grow. The organism begins as a single cell (fertilized egg) that divides successively to produce many cells, with each parent cell passing identical genetic material (two variants of each chromosome pair) to both daughter cells. Cellular division and differentiation produce and maintain a complex organism, composed of systems of tissues and organs that work together to meet the needs of the whole organism. (LS1-HS-4) **LS1.C: Organization for Matter and Energy Flow in Organisms** • The process of photosynthesis converts light energy to stored chemical energy by converting carbon dioxide plus water into sugars plus released oxygen. (LS1-HS-5) • The sugar molecules thus formed contain carbon, hydrogen, and oxygen: their hydrocarbon backbones are used to make amino acids and other carbon-based molecules that can be assembled into larger molecules (such as proteins or DNA), used for example to form new cells. (LS1-HS-6) • As matter and energy flow through different organizational levels of living systems, chemical elements are recombined in different ways to form different products. (LS1-HS-6, LS1-HS-7) • As a result of these chemical reactions, energy is transferred from one system of interacting molecules to another. Cellular respiration is a chemical process in which the bonds of food molecules and oxygen molecules are broken and new compounds are formed that can transport energy to cells. Cellular respiration also releases the energy needed to	interactions—including energy, matter, and information flows—within and between systems at different scales. (LS1-HS-2, LS1-HS-4) **Energy and Matter** Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system. (LS1-5, LS1-HS-6) Energy cannot be created or destroyed—it only moves between one place and another place, between objects and/or fields, or between systems. (LS1-HS-7) **Structure and Function** Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal its function and/or solve a problem. (LS1-HS-1) **Stability and Change** Feedback (negative or positive) can stabilize or destabilize a system. (LS1-HS-3)

peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (LS1-HS-6) ***Connections to Nature of Science*** **Scientific Investigations Use a Variety of Methods** Scientific inquiry is characterized by a common set of values that include: logical thinking, precision, open-mindedness, objectivity, skepticism, replicability of results, and honest and ethical reporting of findings. (LS1-HS-3)	maintain body temperature despite ongoing energy transfer to the surrounding environment. (LS1-HS-7)	

Idaho Common Core Connections

ELA/Literacy	Mathematics
RST.11-12.1 *Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (LS1-HS-1),(LS1-HS-6)* ***WHST.9-12.2*** *Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (LS1-HS-1),(LS1-HS-6)* ***WHST.9-12.5*** *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (LS1-HS-6)* ***WHST.9-12.7*** *Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (LS1-HS-3)* ***WHST.11-12.8*** *Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (LS1-HS-3)* ***WHST.9-12.9*** *Draw evidence from informational texts to support analysis, reflection, and research. (LS1-HS-1),(LS1-HS-6)* ***SL.11-12.5*** *Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (LS1-HS-2),(LS1-HS-4),(LS1-HS-5),(LS1-HS-7)*	***MP.4*** *Model with mathematics. (LS1-HS-4)* ***HSF-IF.C.7*** *Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.(LS1-HS-4)* ***HSF-BF.A.1*** *Write a function that describes a relationship between two quantities. (LS1-HS-4)*

LS2-HS Ecosystems: Interactions, Energy, and Dynamics

Performance Expectations (PE)

Students who demonstrate understanding can:

LS2-HS- 1. Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.

- Clarification Statement: Emphasis is on quantitative analysis and comparison of the relationships among interdependent factors including boundaries, resources, climate, and competition. Examples of mathematical comparisons could include graphs, charts, histograms, and population changes gathered from simulations or historical data sets.
- Assessment Boundary: Assessment does not include deriving mathematical equations to make comparisons.

LS2-HS-2. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in

ecosystems of different scales.
- Clarification Statement: Examples of mathematical representations include finding the average, determining trends, and using graphical comparisons of multiple sets of data.
- Assessment Boundary: Assessment is limited to provided data.

LS2-HS-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.
- Clarification Statement: Emphasis is on conceptual understanding of the role of aerobic and anaerobic respiration in different environments.
- Assessment Boundary: Assessment does not include the specific chemical processes of either aerobic or anaerobic respiration.

LS2-HS-4. Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.
- Clarification Statement: Emphasis is on using a mathematical model of stored energy in biomass to describe the transfer of energy from one trophic level to another and that matter and energy are conserved as matter cycles and energy flows through ecosystems. Emphasis is on atoms and molecules such as carbon, oxygen, hydrogen and nitrogen being conserved as they move through an ecosystem.
- Assessment Boundary: Assessment is limited to proportional reasoning to describe the cycling of matter and flow of energy.

LS2-HS-5. Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.
- Clarification Statement: Examples of models could include simulations and mathematical models.
- Assessment Boundary: Assessment does not include the specific chemical steps of photosynthesis and respiration.

LS2-HS-6. Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
- Clarification Statement: Examples of changes in ecosystem conditions could include modest biological or physical changes, such as a seasonal flood; and extreme changes, such as volcanic eruption or sea level rise.

LS2-HS-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
- Clarification Statement: Examples of human activities can include urbanization, building dams, and dissemination of invasive species, utilization of non-renewable resources as opposed to renewable resource.

LS2-HS-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
- Clarification Statement: Emphasis is on: (1) distinguishing between group and individual behavior, (2) identifying evidence supporting the outcomes of group behavior, and (3) developing logical and reasonable arguments based on evidence. Examples of group behaviors could include flocking, schooling, herding, and cooperative behaviors such as hunting, migrating, and swarming.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
Developing and Using Models Modeling in 9–12 builds on K–8 experiences and progresses to using, synthesizing, and developing models to predict and show how relationships among variables between systems and their components in the natural and designed worlds. • Develop a model based on evidence to illustrate the relationships between systems or components of a system. (LS2-HS-5) **Using Mathematics and Computational Thinking** Mathematical and computational thinking in 9-12 builds on K-8 experiences and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and	**LS2.A: Interdependent Relationships in Ecosystems** • Ecosystems have carrying capacities, which are limits to the numbers of organisms and populations they can support. These limits result from such factors as the availability of living and nonliving resources and from such challenges such as predation, competition, and disease. Organisms would have the capacity to produce populations of great size were it not for the fact that environments and resources are finite. This fundamental tension affects the abundance (number of individuals) of species in any given ecosystem. (LS2-HS-1, LS2-HS-2) **LS2.B: Cycles of Matter and Energy Transfer in Ecosystems** • Photosynthesis and cellular respiration (including anaerobic processes) provide most of the energy for life processes. (LS2-HS-3) • Plants or algae form the lowest level of the food web. At each link upward in a food web, only a small fraction of the	**Cause and Effect** Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (LS2-HS-8) **Scale, Proportion, and Quantity** The significance of a phenomenon is dependent on the scale, proportion, and quantity at which it occurs. (LS2-HS-1) Using the concept of orders of magnitude allows one to understand how a model at one scale relates to a model at another scale. (LS2-HS-2) **Systems and System Models** Models (e.g., physical, mathematical, computer models) can be used to simulate systems and interactions—including energy, matter, and information flows—within and between systems at different scales. (LS2-HS-5)

model data. Simple computational simulations are created and used based on mathematical models of basic assumptions. • Use mathematical and/or computational representations of phenomena or design solutions to support explanations. (LS2-HS-1) • Use mathematical representations of phenomena or design solutions to support and revise explanations. (LS2-HS-2) • Use mathematical representations of phenomena or design solutions to support claims. (LS2-HS-4) **Constructing Explanations and Designing Solutions** Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories. • Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (LS2-HS-3) • Design, evaluate, and refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. (LS2-HS-7) **Engaging in Argument from Evidence** Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current scientific or historical episodes in science. • Evaluate the claims, evidence, and reasoning behind currently accepted explanations or solutions to determine the merits of	matter consumed at the lower level is transferred upward, to produce growth and release energy in cellular respiration at the higher level. Given this inefficiency, there are generally fewer organisms at higher levels of a food web. Some matter reacts to release energy for life functions, some matter is stored in newly made structures, and much is discarded. The chemical elements that make up the molecules of organisms pass through food webs and into and out of the atmosphere and soil, and they are combined and recombined in different ways. At each link in an ecosystem, matter and energy are conserved. (LS2-HS-4) • Photosynthesis and cellular respiration are important components of the carbon cycle, in which carbon is exchanged among the biosphere, atmosphere, oceans, and geosphere through chemical, physical, geological, and biological processes. (LS2-HS-5) **LS2.C: Ecosystem Dynamics, Functioning, and Resilience** • A complex set of interactions within an ecosystem can keep its numbers and types of organisms relatively constant over long periods of time under stable conditions. If a modest biological or physical disturbance to an ecosystem occurs, it may return to its more or less original status (i.e., the ecosystem is resilient), as opposed to becoming a very different ecosystem. Extreme fluctuations in conditions or the size of any population, however, can challenge the functioning of ecosystems in terms of resources and habitat availability. (LS2-HS-2, LS2-HS-6) • Moreover, anthropogenic changes (induced by human activity) in the environment—including habitat destruction, pollution, introduction of invasive species, overexploitation, and climate change—can disrupt an ecosystem and threaten the survival of some species. (LS2-HS-7) **LS2.D: Social Interactions and Group Behavior** • Group behavior has evolved because membership can increase the chances of survival for individuals and their genetic relatives, gene pool. (LS2-HS-8) **LS4.D: Biodiversity and Humans** • Biodiversity is increased by the formation of new species (speciation) and decreased by the loss of species (extinction). (LS2-HS-7) • Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus sustaining biodiversity so that ecosystem	**Energy and Matter** Energy cannot be created or destroyed—it only moves between one place and another place, between objects and/or fields, or between systems. (LS2-HS-4) Energy drives the cycling of matter within and between systems. (LS2-HS-3) **Stability and Change** Much of science deals with constructing explanations of how things change and how they remain stable. (LS2-HS-6, LS2-HS-7)

arguments. (LS2-HS-6) • Evaluate the evidence behind currently accepted explanations to determine the merits of arguments. (LS2-HS-8) ***Connections to Nature of Science*** **Scientific Knowledge is Open to Revision in Light of New Evidence** Most scientific knowledge is quite durable, but is, in principle, subject to change based on new evidence and/or reinterpretation of existing evidence. (LS2-HS-2, LS2-HS-3) Scientific argumentation is a mode of logical discourse used to clarify the strength of relationships between ideas and evidence that may result in revision of an explanation. (LS2-HS-6, LS2-HS-8)	functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value. (LS2-HS-7, LS4-HS-6.)	

Idaho Common Core Connections

ELA/Literacy	Mathematics
RST.9-10.8 *Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. (LS2-HS-6),(LS2-HS-7),(LS2-HS-8)* ***RST.11-12.1*** *Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (LS2-HS-1),(LS2-HS-2),(LS2-HS-3),(LS2-HS-6),(LS2-HS-8)* ***RST.11-12.7*** *Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (LS2-HS-6),(LS2-HS-7),(LS2-HS-8)* ***RST.11-12.8*** *Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (LS2-HS-6),(LS2-HS-7),(LS2-HS-8)* ***WHST.9-12.2*** *Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (LS2-HS-1),(LS2-HS-2),(LS2-HS-3)* ***WHST.9-12.5*** *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (LS2-HS-3)* ***WHST.9-12.7*** *Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (LS2-HS-7)*	***MP.2*** *Reason abstractly and quantitatively. (LS2-HS-1),(LS2-HS-2),(LS2-HS-4),(LS2-HS-6),(LS2-HS-7)* ***MP.4*** *Model with mathematics. (LS2-HS-1),(LS2-HS-2),(LS2-HS-4)* ***HSN.Q.A.1*** *Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (LS2-HS-1),(LS2-HS-2),(LS2-HS-4),(LS2-HS-7)* ***HSN.Q.A.2*** *Define appropriate quantities for the purpose of descriptive modeling. (LS2-HS-1),(LS2-HS-2),(LS2-HS-4),(LS2-HS-7)* ***HSN.Q.A.3*** *Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (LS2-HS-1),(LS2-HS-2),(LS2-HS-4),(LS2-HS-7)* ***HSS-ID.A.1*** *Represent data with plots on the real number line. (LS2-HS-6)* ***HSS-IC.A.1*** *Understand statistics as a process for making inferences about population parameters based on a random sample from that population. (LS2-HS-6)* ***HSS-IC.B.6*** *Evaluate reports based on data. (LS2-HS-6)*

LS3-HS Heredity: Inheritance and Variation of Traits

Performance Expectations (PE)

Students who demonstrate understanding can:

LS3-HS- 1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

- Assessment Boundary: Assessment does not include the phases of meiosis or the biochemical mechanism of specific steps in the process.

LS3-HS-2. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2)

viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

- Clarification Statement: Emphasis is on using data to support arguments for the way variation occurs.
- Assessment Boundary: Assessment does not include the phases of meiosis or the biochemical mechanism of specific steps in the process.

LS3-HS-3. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

- Clarification Statement: Emphasis is on the use of mathematics to describe the probability of traits (alleles) as it relates to genetic and environmental factors in the expression of traits.
- Assessment Boundary: Assessment does not include Hardy-Weinberg calculations.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
Asking Questions and Defining Problems Asking questions and defining problems in 9-12 builds on K-8 experiences and progresses to formulating, refining, and evaluating empirically testable questions and design problems using models and simulations. • Ask questions that arise from examining models or a theory to clarify relationships. (LS3-HS-1) **Analyzing and Interpreting Data** Analyzing data in 9-12 builds on K-8 experiences and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data. • Apply concepts of statistics and probability (including determining function fits to data, slope, intercept, and correlation coefficient for linear fits) to scientific and engineering questions and problems, using digital tools when feasible. (LS3-HS-3) **Engaging in Argument from Evidence** Engaging in argument from evidence in 9-12 builds on K-8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current scientific or historical episodes in science. • Make and defend a claim based on evidence about the natural world that reflects scientific knowledge, and student-generated evidence. (LS3-HS-2)	**LS1.A: Structure and Function** • All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins. (LS3-HS-1, LS1-HS-1.) **LS3.A: Inheritance of Traits** • Each chromosome consists of a single very long DNA molecule, and each gene on the chromosome is a particular segment of that DNA. The instructions for forming species' characteristics are carried in DNA. All cells in an organism have the same genetic content, but the genes used (expressed) by the cell may be regulated in different ways. Not all DNA codes for a protein; some segments of DNA are involved in regulatory or structural functions, and some have no as-yet known function. (LS3-HS-1) **LS3.B: Variation of Traits** • In sexual reproduction, chromosomes can sometimes swap sections during the process of meiosis (cell division), thereby creating new genetic combinations and thus more genetic variation. Although DNA replication is tightly regulated and remarkably accurate, errors do occur and result in mutations, which are also a source of genetic variation. Environmental factors can also cause mutations in genes, and viable mutations are inherited. (LS3-HS-2) • Environmental factors also affect expression of traits, and hence affect the probability of occurrences of traits in a population. Thus the variation and distribution of traits observed depends on both genetic and environmental factors. (LS3-HS-2, LS3-HS-3)	**Cause and Effect** Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (LS3-HS-1, LS3-HS-2) **Scale, Proportion, and Quantity** Algebraic thinking is used to examine scientific data and predict the effect of a change in one variable on another (e.g., linear growth vs. exponential growth). (LS3-HS-3) ***Connections to Nature of Science*** **Science is a Human Endeavor** Technological advances have influenced the progress of science and science has influenced advances in technology. (LS3-HS-3) Science and engineering are influenced by society and society is influenced by science and engineering. (LS3-HS-3)

Idaho Common Core Connections

ELA/Literacy	Mathematics
RST.11-12.1 *Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (LS3-HS-1),(LS3-HS-2),(LS3-HS-3),(LS3-HS-6),(LS3-HS-8)*	***MP.2*** *Reason abstractly and quantitatively. (LS3-HS-2),(LS3-HS-3)*

RST.11-12.9 *Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (LS3-HS-1)* ***WHST.9-12.1*** *Write arguments focused on discipline-specific content. (LS3-HS-2)*	

LS4-HS Biological Adaptation: Unity and Diversity

Performance Expectations (PE)

Students who demonstrate understanding can:

LS4-HS- 1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

- Clarification Statement: Emphasis is on a conceptual understanding of the role each line of evidence has relating to common ancestry and biological evolution. Examples of evidence could include similarities in DNA sequences, anatomical structures, and order of appearance of structures in embryological development.

LS4-HS-2. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

- Clarification Statement: Emphasis is on using evidence to explain the influence each of the four factors has on number of organisms, behaviors, morphology, or physiology in terms of ability to compete for limited resources and subsequent survival of individuals and adaptation of species. Examples of evidence could include mathematical models such as simple distribution graphs and proportional reasoning.
- Assessment Boundary: Assessment does not include other mechanisms of evolution, such as genetic drift, gene flow through migration, and co-evolution.

LS4-HS-3. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

- Clarification Statement: Emphasis is on analyzing shifts in numerical distribution of traits and using these shifts as evidence to support explanations.
- Assessment Boundary: Assessment is limited to basic statistical and graphical analysis. Assessment does not include allele frequency calculations.

LS4-HS-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

- Clarification Statement: Emphasis is on using data to provide evidence for how specific biotic and abiotic differences in ecosystems (such as ranges of seasonal temperature, long-term climate change, acidity, light, geographic barriers, or evolution of other organisms) contribute to a change in gene frequency over time, leading to adaptation of populations.

LS4-HS-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

- Clarification Statement: Emphasis is on determining cause and effect relationships for how changes to the environment such as deforestation, over fishing, application of fertilizers and pesticides, drought, flood, and the rate of change of the environment affect distribution or disappearance of traits in species.

LS4-HS-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

- Clarification Statement: Emphasis is on designing solutions for a proposed problem related to threatened or endangered species, or to genetic variation of organisms for multiple species.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
Analyzing and Interpreting Data Analyzing data in 9–12 builds on K–8 experiences and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data. • Apply concepts of statistics and probability (including determining function fits to data,	**LS4.A: Evidence of Common Ancestry and Diversity** • Genetic information, like the fossil record, provides evidence of evolution. DNA sequences vary among species, but there are many overlaps; in fact, the ongoing branching that produces multiple lines of descent can be inferred by comparing the DNA sequences of different organisms. Such information is also derivable from the similarities and	**Patterns** Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena. (LS4-HS-1, LS4-HS-3) **Cause and Effect**

slope, intercept, and correlation coefficient for linear fits) to scientific and engineering questions and problems, using digital tools when feasible. (LS4-HS-3) **Using Mathematics and Computational Thinking** Mathematical and computational thinking in 9-12 builds on K-8 experiences and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions. • Create or revise a simulation of a phenomenon, designed device, process, or system. (LS4-HS-6) **Constructing Explanations and Designing Solutions** Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories. • Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (LS4-HS-2, LS4-HS-4) **Engaging in Argument from Evidence** Engaging in argument from evidence in 9-12 builds on K-8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current or historical episodes in science. • Evaluate the evidence behind currently accepted explanations or solutions to determine the merits of arguments. (LS4-	differences in amino acid sequences and from anatomical and embryological evidence. (LS4-HS-1) **LS4.B: Natural Selection** • Natural selection occurs only if there is both (1) variation in the genetic information between organisms in a population and (2) variation in the expression of that genetic information—that is, trait variation—that leads to differences in performance among individuals. (LS4-HS-2, LS4-HS-3) • The traits that positively affect survival are more likely to be reproduced, and thus are more common in the population. (LS4-HS-3) **LS4.C: Adaptation** • Evolution is a consequence of the interaction of four factors: (1) the potential for a species to increase in number, (2) the genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for an environment's limited supply of the resources that individuals need in order to survive and reproduce, and (4) the ensuing proliferation of those organisms that are better able to survive and reproduce in that environment. (LS4-HS-2) • Natural selection leads to adaptation, that is, to a population dominated by organisms that are anatomically, behaviorally, and physiologically well suited to survive and reproduce in a specific environment. That is, the differential survival and reproduction of organisms in a population that have an advantageous heritable trait leads to an increase in the proportion of individuals in future generations that have the trait and to a decrease in the proportion of individuals that do not. (LS4-HS-3, LS4-HS-4) • Adaptation also means that the distribution of traits in a population can change when conditions change. (LS4-HS-3) • Changes in the physical environment, whether naturally occurring or human induced, have thus contributed to the expansion of some species, the emergence of new distinct species as populations diverge under different conditions, and the decline–and sometimes the extinction–of some species. (LS4-HS-5, LS4-HS-6) • Species become extinct because they can no longer survive and reproduce in their altered environment. If members cannot adjust to change that is too fast or drastic, the opportunity for the species' evolution is lost. (LS4-HS-5) **LS4.D: Biodiversity and Humans** • Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through	Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (LS4-HS-2, LS4-HS-4, LS4-HS-5, LS4-HS-6) ***Connections to Nature of Science*** **Scientific Knowledge Assumes an Order and Consistency in Natural Systems** Scientific knowledge is based on the assumption that natural laws operate today as they did in the past and they will continue to do so in the future. (LS4-HS-1, LS4-HS-4)

HS-5) **Obtaining, Evaluating, and Communicating Information** Obtaining, evaluating, and communicating information in 9–12 builds on K–8 experiences and progresses to evaluating the validity and reliability of the claims, methods, and designs. • Communicate scientific information (e.g., about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically). (LS4-HS-1) ***Connections to Nature of Science*** **Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena** A scientific theory is a substantiated explanation of some aspect of the natural world, based on a body of facts that have been repeatedly confirmed through observation and experiment and the science community validates each theory before it is accepted. If new evidence is discovered that the theory does not accommodate, the theory is generally modified in light of this new evidence. (LS4-HS-1)	overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value. (LS4-HS-6, LS2-HS-7.) **ETS1.B: Developing Possible Solutions** • When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts. (LS4-HS-6) • Both physical models and computers can be used in various ways to aid in the engineering design process. Computers are useful for a variety of purposes, such as running simulations to test different ways of solving a problem or to see which one is most efficient or economical; and in making a persuasive presentation to a client about how a given design will meet his or her needs. (LS4-HS-6)	

Idaho Common Core Connections

ELA/Literacy	Mathematics
RST.11-12.1 *Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (LS4-HS-1),(LS4-HS-2),(LS4-HS-3),(LS4-HS-4)* ***RST.11-12.8*** *Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating, or challenging conclusions with other sources of information. (LS4-HS-5)* ***WHST.9-12.2*** *Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (LS4-HS-1),(LS4-HS-2),(LS4-HS-3),(LS4-HS-4)* ***WHST.9-12.5*** *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (LS4-HS-6)* ***WHST.9-12.7*** *Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (LS4-HS-6)* ***WHST.9-12.9*** *Draw evidence from informational texts to support analysis, reflection, and research. (LS4-HS-1),(LS4-HS-2),(LS4-HS-3),(LS4-HS-4),(LS4-HS-5)* ***SL.11-12.4*** *Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (LS4-HS-1),(LS4-HS-2)*	***MP.2*** *Reason abstractly and quantitatively. (LS4-HS-1),(LS4-HS-2), (LS4-HS-3), (LS4-HS-4), (LS4-HS-5)* ***MP.4*** *Model with mathematics (LS4-HS-2)*

PSC: Physical Sciences Chemistry

PSC1-HS Structure and Properties of Matter

Performance Expectations (PE)

Students who demonstrate understanding can:

PSC1-HS-1. Develop models to describe the atomic composition of simple molecules and extended structures.

- Clarification Statement: Emphasis is on reviewing how to develop models of molecules that vary in complexity. This should build on the similar middle school standard (PS1-MS-1). Examples of simple molecules could include ammonia and methanol. Examples of extended structures could include sodium chloride or diamonds. Examples of molecular-level models could include drawings, 3D ball and stick structures, or computer representations showing different molecules with different types of atoms.
- Assessment Limit: Students will be provided with the names of the elements, a list of common ions, a list of numerical prefixes and their meanings, and the charges of all cations and anions within the item as necessary. Confine element symbols to the representative and familiar transition metal elements.

PSC1-HS-2. Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.

- Clarification Statement: Examples of properties that could be predicted from patterns could include reactivity of metals, types of bonds formed, numbers of bonds formed, and reactions with oxygen.
- Assessment Limit: Elements will be limited to main group elements. Properties assessed will be limited to reactivity, valence electrons, atomic radius, electronegativity, ionization energy (first), shielding effect, and the most common oxidation number.

PSC1-HS-3. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.

- Clarification Statement: Emphasis is on understanding the strengths of forces between particles, not on naming specific intermolecular forces (such as dipole-dipole). Examples of particles could include ions, atoms, molecules, and networked materials (such as graphite). Examples of bulk properties of substances could include the melting point and boiling point, vapor pressure, and surface tension.
- Assessment Limit: Metallic, ionic, and covalent bonds may be included. Graphical representations of melting or boiling points of different substances may be used in the item (e.g., graph of boiling points vs. molar mass or simple bar graph). Structural formulas of compounds may be used to compare the melting/boiling points of compounds

PSC1-HS-4. Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and other types of radioactive decay.

- Clarification Statement: Emphasis is on simple qualitative models, such as pictures or diagrams, and on the scale of energy released in nuclear processes relative to other kinds of transformations.
- Assessment Limit: Assessment does not include quantitative calculation of energy released. Assessment is limited to alpha, beta, and gamma radioactive decays.

PSC1-HS-5. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.

- Clarification Statement: Emphasis is on the attractive and repulsive forces that determine the functioning of the material. Examples could include why electrically conductive materials are often made of metal, flexible but durable materials are made up of long chained molecules, and pharmaceuticals are designed to interact with specific receptors.
- Assessment Limit: Assessment is limited to provided molecular structures of specific designed materials. For questions involving polar vs. nonpolar bonds, item distractors containing ionic bonds may not be used. Electronegativity differences of < 0.5 should be used for nonpolar covalent bonds. Electronegativity differences of 0.5 – 1.7 should be used for polar covalent bonds.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
Developing and Using Models Modeling in 9–12 builds on K–8 and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed worlds. • Develop a model based on evidence to illustrate the relationships between systems	**PS1.A: Structure and Properties of Matter** • Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms. (PSC1-HS-1) • Each atom has a substructure consisting of a nucleus, which is made of protons and neutrons, surrounded by electrons. (PSC1-HS-2)	**Patterns** Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena. (PSC1-HS-1, PSC1-HS-2, PSC1-HS-3) **Energy and Matter** In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is

or between components of a system. (PSC1-HS-1, PSC1-HS4) • Use a model to predict the relationships between systems or between components of a system. (PSC1-HS-1, PSC1-HS-2) **Planning and Carrying Out Investigations** Planning and carrying out investigations in 9-12 builds on K-8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models. • Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. (PSC1-HS-3) **Obtaining, Evaluating, and Communicating Information** Obtaining, evaluating, and communicating information in 9–12 builds on K–8 and progresses to evaluating the validity and reliability of the claims, methods, and designs. • Communicate scientific and technical information (e.g. about the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically). (PSC1-HS-5)	• The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states. (PSC1-HS-2) • The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms. (PSC1-HS-3, PSC1-HS-5) **PS1.C: Nuclear Processes** • Nuclear processes, including fusion, fission, and radioactive decays of unstable nuclei, involve release or absorption of energy. The total number of neutrons plus protons does not change in any nuclear process. (PSC1-HS-4) **PS2.B: Types of Interactions** • Attraction and repulsion between electric charges at the atomic scale explain the structure, properties (physical and chemical), and transformations of matter, as well as the contact forces between material objects. (PSC1-HS-2, PSC1-HS3, PSC1-HS-5)	conserved. (PSC1-HS-4) **Structure and Function** Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal its function and/or solve a problem. (PSC1-HS-5)

Idaho Common Core Connections

ELA/Literacy	Mathematics
RST.9-10.7 *Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. (PSC1-HS-2)* ***RST.11-12.1*** *Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (PSC1-HS-3),(PSC1-HS-5)* ***WHST.9-12.2*** *Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (PSC1-HS-5)* ***WHST.9-12.7*** *Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (PSC1-HS-3)* ***WHST.11-12.8*** *Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose,*	***MP.4*** *Model with mathematics. (PSC1-HS-4)* ***HSN-Q.A.1*** *Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (PSC1-HS-3),(PSC1-HS-4),(PSC1-HS-5)* ***HSN-Q.A.2*** *Define appropriate quantities for the purpose of descriptive modeling. (PSC1-HS-4),(PSC1-HS-5)* ***HSN-Q.A.3*** *Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (PSC1-HS-3),(PSC1-HS-4),(PSC1-HS-5)*

and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (PSC1-HS-3) ***WHST.9-12.9*** *Draw evidence from informational texts to support analysis, reflection, and research. (PSC1-HS-3)*	

PSC2-HS Chemical Reactions

Performance Expectations (PE)

Students who demonstrate understanding can:

PSC2-HS-1 Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

- Clarification Statement: Examples of chemical reactions could include the reaction of sodium and chlorine, of carbon and oxygen, or of carbon and hydrogen.
- Assessment Limit: Identify types of chemical reactions including: synthesis/formation/combination reactions, decomposition reactions, single replacement/displacement reactions, double replacement/displacement reactions, oxidation-reduction (redox) reactions (single replacement only), acid base reactions, and combustion reactions (for hydrocarbons). Predict the products of double replacement, single replacement, and combustion reactions only. For the second skill statement, do not use acid names or hydrocarbons when translating between words and formulas. Items will include a list of common ions, as needed.

PSC2-HS-2. Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.

- Clarification Statement: Emphasis is on the idea that a chemical reaction is a system that affects the energy change. Examples of models could include molecular-level drawings and diagrams of reactions, graphs showing the relative energies of reactants and products, and representations showing energy is conserved.
- Assessment Limit: Assessment does not include calculating the total bond energy changes during a chemical reaction from the bond energies of reactants and products.

PSC2-HS-3. Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

- Clarification Statement: Emphasis is on student reasoning that focuses on the number and energy of collisions between molecules.
- Assessment Limit: Factors that influence the rate of reaction may include temperature, surface area, size of particles, concentration, and catalysts. Can also include concentration and titration relationships. Provide a graphic showing how a catalyst provides a different pathway for a chemical reaction to occur resulting in a lower activation energy. May include a titration curve.

PSC2-HS-4. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

- Clarification Statement: Emphasis is on using mathematical ideas to communicate the proportional relationships between masses of atoms in the reactants and the products, and the translation of these relationships to the macroscopic scale using the mole as the conversion from the atomic to the macroscopic scale. Emphasis is on assessing students' use of mathematical thinking and not on memorization and rote application of problem-solving techniques. Should also include calculations related to determining the concentration and/or pH of a solution.
- Assessment Limit: Conversion problems will be one to two steps (e.g., grams to moles to atoms/molecules). Compounds and formulas should be provided in the stem of the question. Students should be given molecular masses in problems involving gram to other unit conversions. Molar mass calculations should not be combined with conversion problems. All volumes must be at standard temperature and pressure (STP). A balanced equation and molar masses should be included in the item. Calculations may include grams/moles/volume of reactant to grams/moles/volume of product.

PSC2-HS-5. Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.

- Clarification Statement: Emphasis is on the application of Le Chatelier's Principle and on refining designs of chemical reaction systems, including descriptions of the connection between changes made at the macroscopic level and what happens at the molecular level. Examples of designs could include different ways to increase product formation including adding reactants or removing products.
- Assessment Boundary: Assessment is limited to specifying the change in only one variable at a time. Assessment does not include calculating equilibrium constants and concentrations.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
Developing and Using Models Modeling in 9–12 builds on K–8 and progresses to using, synthesizing, and developing models to predict	**PS1.A: Structure and Properties of Matter** • The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those	**Patterns** Different patterns may be observed at each of the scales at which a system is studied and can provide

and show relationships among variables between systems and their components in the natural and designed worlds.

- Develop a model based on evidence to illustrate the relationships between systems or between components of a system. (PSC2-HS-2)

Using Mathematics and Computational Thinking

Mathematical and computational thinking at the 9–12 level builds on K–8 and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including scientific notation, significant figures, dimensional analysis, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.

- Use mathematical representations of phenomena to support claims. (PSC2-HS-4)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.

- Apply scientific principles and evidence to provide an explanation of phenomena and solve design problems, taking into account possible unanticipated effects. (PSC2-HS-3)
- Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (PSC2-HS-1)
- Refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence,

with similar physical and chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states. (PSC2-S-1)

- A stable molecule has less energy than the same set of atoms separated; one must provide at least this energy in order to take the molecule apart. (PSC2-HS-2)

PS1.B: Chemical Reactions

- Chemical processes, their rates, and whether or not energy is stored or released can be understood in terms of the collisions of molecules and the rearrangements of atoms into new molecules, with consequent changes in the sum of all bond energies in the set of molecules that are matched by changes in kinetic energy. (PSC2-HS-2, PSC2-HS-3)
- In many situations, a dynamic and condition-dependent balance between a reaction and the reverse reaction determines the numbers of all types of molecules present. (PSC2-HS-5)
- The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions. (PSC2-HS-1, PSC2-HS-4)

ETS1.C: Optimizing the Design Solution

- Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed. (PSC2-HS-5)

evidence for causality in explanations of phenomena. (PSC2-HS-1, PSC2-HS-3)

Energy and Matter

The total amount of energy and matter in closed systems is conserved. (PSC2-HS-4)

Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system. (PSC2-HS-2)

Stability and Change

Much of science deals with constructing explanations of how things change and how they remain stable. (PSC2-HS-5)

Connections to Nature of Science

Scientific Knowledge Assumes an Order and Consistency in Natural Systems

Science assumes the universe is a vast single system in which basic laws are consistent. (PSC2-HS-4)

prioritized criteria, and tradeoff considerations. (PSC2-HS-5)		

Idaho Common Core Connections

ELA/Literacy	Mathematics
RST.11-12.1 *Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (PSC2-HS-3)* ***WHST.9-12.2*** *Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (PSC2-HS-1),(PSC2-HS-3)* ***WHST.9-12.5*** *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (PSC2-HS-1)* ***WHST.9-12.7*** *Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (PSC2-HS-5)* ***SL.11-12.5*** *Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (PSC2-HS-2)*	***MP.2*** *Reason abstractly and quantitatively. (PSC2-HS-3),(PSC2-HS-4)* ***MP.4*** *Model with mathematics. (PSC2-HS-2)* ***HSN-Q.A.1*** *Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (PSC2-HS-1),(PSC2-HS-2),(PSC2-HS-3),(PSC2-HS-4)* ***HSN-Q.A.2*** *Define appropriate quantities for the purpose of descriptive modeling. (PSC2-HS-2),(PSC2-HS-4)* ***HSN-Q.A.3*** *Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (PSC2-HS-1),(PSC2-HS-2),(PSC2-HS-3),(PSC2-HS-4)*

PSC3-HS Energy

Performance Expectations (PE)

Students who demonstrate understanding can:

PSC3-HS-1. Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.

- Clarification Statement: Emphasis is on how the experimental evidence supports the claim and how a theory is generally modified in light of new evidence. Examples of a phenomenon could include interference, diffraction, and photoelectric effect.
- Assessment Boundary: Assessment does not include using quantum theory.

PSC3-HS-2 Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

- Clarification Statement: Emphasis is on explaining the meaning of mathematical expressions used in the model.
- Assessment Limit: Provide two temperatures (initial and final), a temperature-time graph, or an enthalpy diagram.

PSC3-HS-3. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).

- Clarification Statement: Examples of phenomena at the macroscopic scale could include the conversion of kinetic energy to thermal energy. Examples of models could include diagrams, drawings, descriptions, and computer simulations.
- Assessment Limit: Provide equations for the gas laws (i.e., ideal gas law, Boyle's law, Charles' law, and the combined gas laws).

PSC3-HS-4*. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy. ---OPTIONAL

- Clarification Statement: Emphasis is on both qualitative and quantitative evaluations of devices. Examples of devices could include calorimeters, heat and cold packs, solar cells, solar ovens, and electrochemical cells. Examples of constraints could include use of renewable energy forms and efficiency.
- Assessment Limit: Assessment for quantitative evaluations is limited to total output for a given input. Assessment is limited to devices constructed with materials provided to students.

PSC3-HS-5. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).

- Clarification Statement: Emphasis is on analyzing data from student investigations and using mathematical thinking to describe the energy changes both quantitatively and conceptually (endothermic/exothermic). Examples of investigations could include mixing liquids at different initial temperatures or adding objects at different temperatures to water.

- Assessment Limit: For items involving specific heat, provide the equation Q = mCpΔT and specific heats. Include the melting and boiling points of water. Perform calculations for changes that do not involve a change of state. Perform gram to mole and mole to ΔH calculations. Use joules as a unit of measure, as opposed to calories.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
Developing and Using Models Modeling in 9–12 builds on K–8 and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed worlds. • Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system. (PSC3-HS-3) **Planning and Carrying Out Investigations** Planning and carrying out investigations to answer questions or test solutions to problems in 9–12 builds on K–8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models. • Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. (PSC3-HS-5) **Using Mathematics and Computational Thinking** Mathematical and computational thinking at the 9–12 level builds on K–8 and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions. • Create a computational model or simulation of a phenomenon, designed device, process, or system. (PSC3-HS-2)	**PS4.B: Electromagnetic Radiation** • Electromagnetic radiation (e.g., radio, microwaves, light) can be modeled as a wave of changing electric and magnetic fields or as particles called photons. The wave model is useful for explaining many features of electromagnetic radiation, and the particle model explains other features. (PSC3-HS-1) **PS3.A: Definitions of Energy** • Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms. (PSC3-HS-2, PSC3-HS-3) • At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy. (PSC3-HS-3, PSC3-HS-4) • These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space. (PSC3-HS-3) **PS3.B: Conservation of Energy and Energy Transfer** • Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system. (PSC3-HS-2) • Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems. (PSC3-HS-2, PSC3-HS-5) • Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g. relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be	**Systems and System Models** When investigating or describing a system, the boundaries and initial conditions of the system need to be defined and their inputs and outputs analyzed and described using models. (PSC3-HS-5) Models can be used to predict the behavior of a system, but these predictions have limited precision and reliability due to the assumptions and approximations inherent in models. (PSC3-HS-2) **Energy and Matter** Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system. (PSC3-HS-4) Energy cannot be created or destroyed—only moves between one place and another place, between objects and/or fields, or between systems. (PSC3-HS-3) ***Connections to Engineering, Technology, and Applications of Science*** **Influence of Science, Engineering and Technology on Society and the Natural World** Modern civilization depends on major technological systems. Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks. (PSC3-HS-4) ***Connections to Nature of Science*** **Scientific Knowledge Assumes an Order and Consistency in Natural Systems** Science assumes the universe is a vast single system in which basic laws are consistent. (PSC3-HS-2)

Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories. • Design, evaluate, and/or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. (PSC3-HS-4)	used to predict and describe system behavior. (PSC3-HS-2) • The availability of energy limits what can occur in any system. (PSC3-HS-2) • Uncontrolled systems always evolve toward more stable states—that is, toward more uniform energy distribution (e.g., water flows downhill, objects hotter than their surrounding environment cool down). (PSC3-HS-5) **PS3.D: Energy in Chemical Processes** • Although energy cannot be destroyed, it can be converted to less useful forms—for example, to thermal energy in the surrounding environment. (PSC3-HS-4, PSC3-HS-5)	

Idaho Common Core Connections

ELA/Literacy	Mathematics
RST.11-12.1 *Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (PSC3-HS-5)* ***WHST.9-12.7*** *Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (PSC3-HS-4),(PSC3-HS-5)* ***WHST.11-12.8*** *Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (PSC3-HS-5)* ***WHST.9-12.9*** *Draw evidence from informational texts to support analysis, reflection, and research. (PSC3-HS-5)* ***SL.11-12.5*** *Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (PSC3-HS-2),(PSC3-HS-3)*	***MP.2*** *Reason abstractly and quantitatively. (PSC3-HS-2),(PSC3-HS-3),(PSC3-HS-4),(PSC3-HS-5)* ***MP.4*** *Model with mathematics. (PSC3-HS-2),(PSC3-HS-3),(PSC3-HS-4),(PSC3-HS-5)* ***HSN.Q.A.1*** *Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (PSC3-HS-2),(PSC3-HS-4)* ***HSN.Q.A.2*** *Define appropriate quantities for the purpose of descriptive modeling. (PSC3-HS-2),(PSC3-HS-4)* ***HSN.Q.A.3*** *Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (PSC3-HS-2),(PSC3-HS-4)*

PSP: Physical Sciences Physics

PSP1-HS Motion and Stability: Forces and Interactions

Performance Expectations (PE)
Students who demonstrate understanding can: **PSP1-HS-1. Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.** • Clarification Statement: Examples of data could include tables or graphs of position or velocity as a function of time for objects subject to a net unbalanced force, such as a falling object, an object rolling down a ramp, or a moving object being pulled by a constant force. • Assessment Boundary: Assessment is limited to one-dimensional motion and to macroscopic objects moving at non-relativistic speeds. **PSP1-HS-2. Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.** • Clarification Statement: Emphasis is on the quantitative conservation of momentum in interactions and the qualitative meaning of this principle (Newton's first law). • Assessment Boundary: Assessment is limited to systems of two macroscopic bodies moving in one dimension. **PSP1-HS-3. Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.** • Clarification Statement: Examples of evaluation and refinement could include determining the success of the device at protecting an object from damage and modifying the design to improve it. Examples of a device could include a football helmet or a parachute. • Assessment Boundary: Assessment is limited to qualitative evaluations and/or algebraic manipulations. **PSP1-HS-4. Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.** • Clarification Statement: Emphasis is on both quantitative and conceptual descriptions of gravitational and electric fields. • Assessment Boundary: Assessment is limited to systems with two objects. **PSP1-HS-5. Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.** • Assessment Boundary: Assessment is limited to designing and conducting investigations with provided materials and tools. **PSP1-HS-6. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.** • Clarification Statement: Emphasis is on the attractive and repulsive forces that determine the functioning of the material. Examples could include why electrically conductive materials are often made of metal, flexible but durable materials are made up of long chained molecules, and pharmaceuticals are designed to interact with specific receptors. • Assessment Boundary: Assessment is limited to provided molecular structures of specific designed materials.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in 9–12 builds on K–8 experiences and progresses to include	**PS1.A: Structure and Properties of Matter** • The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms. (PSP1-HS-6)	**Patterns** Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of

investigations that provide evidence for and test conceptual, mathematical, physical and empirical models. • Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. (PSP1-HS-5) **Analyzing and Interpreting Data** Analyzing data in 9–12 builds on K–8 and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data. • Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution. (PSP1-HS-1) **Using Mathematics and Computational Thinking** Mathematical and computational thinking at the 9–12 level builds on K–8 and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions. • Use mathematical representations of phenomena to describe explanations. (PSP1-HS-2, PSP1-HS-4) **Constructing Explanations and Designing Solutions** Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories. • Apply scientific ideas to solve a design problem, taking into account possible	**PS2.A: Forces and Motion** • Newton's second law accurately predicts changes in the motion of macroscopic objects. (PSP1-HS-1) • Momentum is defined for a particular frame of reference; it is the mass times the velocity of the object. (PSP1-HS-2) • If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system. (PSP1-HS-2, PSP1-HS-3) **PS2.B: Types of Interactions** • Newton's law of universal gravitation and Coulomb's law provide the mathematical models to describe and predict the effects of gravitational and electrostatic forces between distant objects. (PSP1-HS-4) • Forces at a distance are explained by fields (gravitational, electric, and magnetic) permeating space that can transfer energy through space. Magnets or electric currents cause magnetic fields; electric charges or changing magnetic fields cause electric fields. (PSP1-HS-4, PSP1-HS-5) • Attraction and repulsion between electric charges at the atomic scale explain the structure, properties, and transformations of matter, as well as the contact forces between material objects. (PSP1-HS-6, PSC1-HS-1, PSC1-HS-3) **PS3.A: Definitions of Energy** • "Electrical energy" may mean energy stored in a battery or energy transmitted by electric currents. (PSP1-HS-5) **ETS1.A: Defining and Delimiting an Engineering Problem** • Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them. (PSP1-HS-3) **ETS1.C: Optimizing the Design Solution** • Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed. PSP1-HS-3)	phenomena. (PSP1-HS-4) **Cause and Effect** Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (PSP1-HS-1, PSP1-HS-5) Systems can be designed to cause a desired effect. (PSP1-HS-3) **Systems and System Models** When investigating or describing a system, the boundaries and initial conditions of the system need to be defined. (PSP1-HS-2) **Structure and Function** Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal its function and/or solve a problem. (PSP1-HS-6)

unanticipated effects. (PSP1-HS-3) **Obtaining, Evaluating, and Communicating Information** Obtaining, evaluating, and communicating information in 9–12 builds on K–8 and progresses to evaluating the validity and reliability of the claims, methods, and designs. • Communicate scientific and technical information (e.g. about the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically). (PSP1-HS-6) ***Connections to Nature of Science*** **Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena** Theories and laws provide explanations in science. (PSP1-1, PSP1-HS-4) Laws are statements or descriptions of the relationships among observable phenomena. (PSP1-HS-1, PSP1-HS-4)		

Idaho Common Core Connections

ELA/Literacy	Mathematics
RST.11-12.1 *Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (PSP1-HS-1),(PSP1-HS-6)* ***RST.11-12.7*** *Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (PSP1-HS-1)* ***WHST.11-12.2*** *Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (PSP1-HS-6)* ***WHST.11-12.7*** *Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (PSP1-HS-3),(PSP1-HS-5)* ***WHST.11-12.8*** *Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (PSP1-HS-5)* ***WHST.11-12.9*** *Draw evidence from informational texts to support analysis, reflection, and research. (PSP1-HS-1),(PSP1-HS-5)*	***MP.2*** *Reason abstractly and quantitatively. (PSP1-HS-1),(PSP1-HS-2),(PSP1-HS-4)* ***MP.4*** *Model with mathematics. (PSP1-HS-1),(PSP1-HS-2),(PSP1-HS-4)* ***HSN.Q.A.1*** *Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (PSP1-HS-1),(PSP1-HS-2),(PSP1-HS-4),(PSP1-HS-5),(PSP1-HS-6)* ***HSN.Q.A.2*** *Define appropriate quantities for the purpose of descriptive modeling. (PSP1-HS-1),(PSP1-HS-2),(PSP1-HS-4),(PSP1-HS-5),(PSP1-HS-6)* ***HSN.Q.A.3*** *Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (PSP1-HS-1),(PSP1-HS-2),(PSP1-HS-4),(PSP1-HS-5),(PSP1-HS-6)* ***HSA.SSE.A.1*** *Interpret expressions that represent a quantity in terms of its context. (PSP1-HS-1),(PSP1-HS-4)* ***HSA.SSE.B.3*** *Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. (PSP1-HS-1),(PSP1-HS-4)* ***HSA.CED.A.1*** *Create equations and inequalities in one variable and use them to solve problems. (PSP1-HS-1),(PSP1-HS-2)* ***HSA.CED.A.2*** *Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. (PSP1-HS-1),(PSP1-HS-2)* ***HSA.CED.A.4*** *Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. (PSP1-HS-1),(PSP1-HS-2)* ***HSF-IF.C.7*** *Graph functions expressed symbolically and show key features of the graph, by in hand in simple cases and using technology for more complicated cases. (PSP1-HS-1)* ***HSS-IS.A.1*** *Represent data with plots on the real number line (dot plots, histograms, and box plots). (PSP1-HS-1)*

PSP2-HS Energy

Performance Expectations (PE)

Students who demonstrate understanding can:

PSP2-HS-1 Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

- Clarification Statement: Emphasis is on explaining the meaning of mathematical expressions used in the model.
- Assessment Boundary: Assessment is limited to basic algebraic expressions or computations; to systems of two or three components; and to thermal energy, kinetic energy, and/or the energies in gravitational, magnetic, or electric fields.

PSP2-HS-2. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).

- Clarification Statement: Examples of phenomena at the macroscopic scale could include the conversion of kinetic energy to thermal energy, the energy stored due to position of an object above the earth, and the energy stored between two electrically-charged plates. Examples of models could include diagrams, drawings, descriptions, and computer simulations.

PSP2-HS-3. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.

- Clarification Statement: Emphasis is on both qualitative and quantitative evaluations of devices. Examples of devices could include Rube Goldberg devices, wind turbines, solar cells, solar ovens, and generators. Examples of constraints could include use of renewable energy forms and efficiency.
- Assessment Boundary: Assessment for quantitative evaluations is limited to total output for a given input. Assessment is limited to devices constructed with materials provided to students.

PSP2-HS-4. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).

- Clarification Statement: Emphasis is on analyzing data from student investigations and using mathematical thinking to describe the energy changes both quantitatively and conceptually. Examples of investigations could include mixing liquids at different initial temperatures or adding objects at different temperatures to water.
- Assessment Boundary: Assessment is limited to investigations based on materials and tools provided to students.

PSP2-HS-5. Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.

- Clarification Statement: Examples of models could include drawings, diagrams, and texts, such as drawings of what happens when two charges of opposite polarity are near each other.
- Assessment Boundary: Assessment is limited to systems containing two objects.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
Developing and Using Models Modeling in 9–12 builds on K–8 and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed worlds. • Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system. (PSP2-HS-2, PSP2-HS-5) **Planning and Carrying Out Investigations** Planning and carrying out investigations to answer questions or test solutions to problems in 9–12 builds on K–8 experiences and progresses to include	**PS3.A: Definitions of Energy** • Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms. (PSP2-HS-1, PSP2-HS-2) • At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy. (PSP2-HS-2, PSP2-HS-3) • These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with	**Cause and Effect** Cause and effect relationships can be suggested and predicted for complex natural and human designed systems by examining what is known about smaller scale mechanisms within the system. (PSP2-HS-5) **Systems and System Models** When investigating or describing a system, the boundaries and initial conditions of the system need to be defined and their inputs and outputs analyzed and described using models. (PSP2-HS-4) Models can be used to predict the behavior of a system, but these predictions have limited precision and reliability due to the assumptions and

investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models. • Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. (PSP2-HS-4) **Using Mathematics and Computational Thinking** Mathematical and computational thinking at the 9–12 level builds on K–8 and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions. • Create a computational model or simulation of a phenomenon, designed device, process, or system. (PSP2-HS-1) **Constructing Explanations and Designing Solutions** Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories. • Design, evaluate, and/or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. (PSP2-HS-3)	the motion of particles and energy associated with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space. (PSP2-HS-2) **PS3.B: Conservation of Energy and Energy Transfer** • Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system. (PSP2-HS-1) • Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems. (PSP2-HS-1, PSP2-HS-4) • Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g. relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior. (PSP2-HS-1) • The availability of energy limits what can occur in any system. (PSP2-HS-1) • Uncontrolled systems always evolve toward more stable states—that is, toward more uniform energy distribution (e.g., water flows downhill, objects hotter than their surrounding environment cool down). (PSP2-HS-4) **PS3.C: Relationship Between Energy and Forces** • When two objects interacting through a field change relative position, the energy stored in the field is changed. (PSP2-HS-5) **PS3.D: Energy in Chemical Processes** • Although energy cannot be destroyed, it can be converted to less useful forms—for example, to thermal energy in the surrounding environment. (PSP2-HS-3, PSP2-HS-4) **ETS1.A: Defining and Delimiting an Engineering Problem** • Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them. (PSP2-HS-3)	approximations inherent in models. (PSP2-HS-1) **Energy and Matter** Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system. (PSP2-HS-3) Energy cannot be created or destroyed—only moves between one place and another place, between objects and/or fields, or between systems. (PSP2-HS2) ***Connections to Engineering, Technology, and Applications of Science*** **Influence of Science, Engineering and Technology on Society and the Natural World** Modern civilization depends on major technological systems. Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks. (PSP2-HS-3) ***Connections to Nature of Science*** **Scientific Knowledge Assumes an Order and Consistency in Natural Systems** Science assumes the universe is a vast single system in which basic laws are consistent. (PSP2-HS-1)

Idaho Common Core Connections

ELA/Literacy	Mathematics
RST.11-12.1 *Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (PSP2-HS-4)* ***WHST.9-12.7*** *Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple*	***MP.2*** *Reason abstractly and quantitatively. (PSP2-HS-1),(PSP2-HS-2),(PSP2-HS-3),(PSP2-HS-4),(PSP2-HS-5)* ***MP.4*** *Model with mathematics. (PSP2-HS-1),(PSP2-HS-2),(PSP2-HS-3),(PSP2-HS-4),(PSP2-HS-5)* ***HSN.Q.A.1*** *Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data*

sources on the subject, demonstrating understanding of the subject under investigation. (PSP2-HS-3),(PSP2-HS-4),(PSP2-HS-5) ***WHST.11-12.8*** *Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (PSP2-HS-4),(PSP2-HS-5)* ***WHST.9-12.9*** *Draw evidence from informational texts to support analysis, reflection, and research. (PSP2-HS-4),(PSP2-HS-5)* ***SL.11-12.5*** *Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (PSP2-HS-1),(PSP2-HS-2),(PSP2-HS-5)*	*displays. (PSP2-HS-1),(PSP2-HS-3)* ***HSN.Q.A.2*** *Define appropriate quantities for the purpose of descriptive modeling. (PSP2-HS-1),(PSP2-HS-3)* ***HSN.Q.A.3*** *Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (PSP2-HS-1),(PSP2-HS-3)*

PSP3-HS Waves

Performance Expectations (PE)

Students who demonstrate understanding can:

PSP3-HS-1. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.

- Clarification Statement: Examples of data could include electromagnetic radiation traveling in a vacuum and glass, sound waves traveling through air and water, and seismic waves traveling through the Earth.
- Assessment Boundary: Assessment is limited to algebraic relationships and describing those relationships qualitatively.

PSP3-HS-2. Evaluate questions about the advantages of using digital transmission and storage of information.

- Clarification Statement: Examples of advantages could include that digital information is stable because it can be stored reliably in computer memory, transferred easily, and copied and shared rapidly. Disadvantages could include issues of easy deletion, security, and theft.

PSP3-HS-3. Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.

- Clarification Statement: Emphasis is on how the experimental evidence supports the claim and how a theory is generally modified in light of new evidence. Examples of a phenomenon could include resonance, interference, diffraction, and photoelectric effect.
- Assessment Boundary: Assessment does not include using quantum theory.

PSP3-HS-4. Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.

- Clarification Statement: Emphasis is on the idea that photons associated with different frequencies of light have different energies, and the damage to living tissue from electromagnetic radiation depends on the energy of the radiation. Examples of published materials could include trade books, magazines, web resources, videos, and other passages that may reflect bias.
- Assessment Boundary: Assessment is limited to qualitative descriptions.

PSP3-HS-5. Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.

- Clarification Statement: Examples could include solar cells capturing light and converting it to electricity; medical imaging; and communications technology.
- Assessment Boundary: Assessments are limited to qualitative information. Assessments do not include band theory.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
Asking Questions and Defining Problems Asking questions and defining problems in grades 9–12 builds from grades K–8 experiences and progresses to formulating, refining, and evaluating	**PS3.D: Energy in Chemical Processes** • Solar cells are human-made devices that likewise capture the sun's energy and produce electrical energy. (PSP3-HS-5) **PS4.A: Wave Properties**	**Cause and Effect** Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (PSP3-HS-1)

empirically testable questions and design problems using models and simulations. • Evaluate questions that challenge the premise(s) of an argument, the interpretation of a data set, or the suitability of a design. (PSP3-HS-2) **Using Mathematics and Computational Thinking** Mathematical and computational thinking at the 9-12 level builds on K-8 and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions. • Use mathematical representations of phenomena or design solutions to describe and/or support claims and/or explanations. (PSP3-HS-1) **Engaging in Argument from Evidence** Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about natural and designed worlds. Arguments may also come from current scientific or historical episodes in science. • Evaluate the claims, evidence, and reasoning behind currently accepted explanations or solutions to determine the merits of arguments. (PSP3-HS-3) **Obtaining, Evaluating, and Communicating Information** Obtaining, evaluating, and communicating information in 9–12 builds on K–8 and progresses to evaluating the validity and reliability of the claims, methods, and designs. • Evaluate the validity and reliability of multiple claims that appear in scientific and technical texts or media reports, verifying the data when possible. (PSP3-HS-4) • Communicate technical information or ideas (e.g. about phenomena and/or the process of development and the design and	• The wavelength and frequency of a wave are related to one another by the speed of travel of the wave, which depends on the type of wave and the medium through which it is passing. (PSP3-HS-1) • Information can be digitized (e.g., a picture stored as the values of an array of pixels); in this form, it can be stored reliably in computer memory and sent over long distances as a series of wave pulses. (PSP3-HS-2, PSP3-HS-5) • [From the 3–5 grade band endpoints] Waves can add or cancel one another as they cross, depending on their relative phase (i.e., relative position of peaks and troughs of the waves), but they emerge unaffected by each other. (Boundary: The discussion at this grade level is qualitative only; it can be based on the fact that two different sounds can pass a location in different directions without getting mixed up.) (PSP3-HS-3) **PS4.B: Electromagnetic Radiation** • Electromagnetic radiation (e.g., radio, microwaves, light) can be modeled as a wave of changing electric and magnetic fields or as particles called photons. The wave model is useful for explaining many features of electromagnetic radiation, and the particle model explains other features. (PSP3-HS-3) • When light or longer wavelength electromagnetic radiation is absorbed in matter, it is generally converted into thermal energy (heat). Shorter wavelength electromagnetic radiation (ultraviolet, X-rays, gamma rays) can ionize atoms and cause damage to living cells. (PSP3-HS-4) • Photoelectric materials emit electrons when they absorb light of a high-enough frequency. (PSP3-HS-5) **PS4.C: Information Technologies and Instrumentation** • Multiple technologies based on the understanding of waves and their interactions with matter are part of everyday experiences in the modern world (e.g., medical imaging, communications, scanners) and in scientific research. They are essential tools for producing, transmitting, and capturing signals and for storing and interpreting the information contained in them. (PSP3-HS-5)	Cause and effect relationships can be suggested and predicted for complex natural and human designed systems by examining what is known about smaller scale mechanisms within the system. (PSP3-HS-4) Systems can be designed to cause a desired effect. (PSP3-HS-5) **Systems and System Models** Models (e.g., physical, mathematical, computer models) can be used to simulate systems and interactions—including energy, matter, and information flows—within and between systems at different scales. (PSP3-HS-3) **Stability and Change** Systems can be designed for greater or lesser stability. (PSP3-HS-2) ***Connections to Engineering, Technology, and Applications of Science*** **Interdependence of Science, Engineering, and Technology** Science and engineering complement each other in the cycle known as research and development (R&D). (PSP3-HS-5) **Influence of Engineering, Technology, and Science on Society and the Natural World** Modern civilization depends on major technological systems. (PSP3-HS-2, PSP3-HS-5) Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks. (PSP3-HS-2)

performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically). (PSP3-HS-5) ***Connections to Nature of Science*** **Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena** A scientific theory is a substantiated explanation of some aspect of the natural world, based on a body of facts that have been repeatedly confirmed through observation and experiment and the science community validates each theory before it is accepted. If new evidence is discovered that the theory does not accommodate, the theory is generally modified in light of this new evidence. (PSP3-HS-3)		

Idaho Common Core Connections

ELA/Literacy	Mathematics
RST.9-10.8 *Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. (PSP3-HS-2),(PSP3-HS-3),(PSP3-HS-4)* ***RST.11-12.1*** *Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (PSP3-HS-2),(PSP3-HS-3),(PSP3-HS-4)* ***RST.11-12.7*** *Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (PSP3-HS-1),(PSP3-HS-4)* ***RST.11-12.8*** *Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. PSP3-HS-2),(PSP3-HS-3),(PSP3-HS-4)* ***WHST.9-12.2*** *Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (PSP3-HS-5)* ***WHST.11-12.8*** *Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (PSP3-HS-4)*	***MP.2*** *Reason abstractly and quantitatively. (PSP3-HS-1),(PSP3-HS-3)* ***MP.4*** *Model with mathematics. (PSP3-HS-1)* ***HSA-SSE.A.1*** *Interpret expressions that represent a quantity in terms of its context. (PSP3-HS-1),(PSP3-HS-3)* ***HSA-SSE.B.3*** *Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. (PSP3-HS-1),(PSP3-HS-3)* ***HSA.CED.A.4*** *Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. (PSP3-HS-1),(PSP3-HS-3)*

ESS: Earth and Space Sciences

ESS1-HS Earth's Place in the Universe

Performance Expectations (PE)

Students who demonstrate understanding can:

ESS1-HS-1. Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.

- Clarification Statement: Emphasis is on the energy transfer mechanisms that allow energy from nuclear fusion in the sun's core to reach Earth. Examples of ev idenc e for the model include observations of the masses and lifetimes of other stars, as w ell as the w ay s that the sun's rad iation v aries due to sudden solar flares ("space w eather"), the 11-year sunspot cycle, and non-cyclic variations ov er centuries.
- Assessment Boundary: Assessment does not include details of the atomic and sub-atomic processes involved with the sun's nuclear fusion.

ESS1-HS-2. Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.

- Clarification Statement: Emphasis is on the astronomical evidence of the red shift of light from galaxies as an indication that the universe is currently expanding, the cosmic microwave background as the remnant radiation from the Big Bang, and the observed composition of ordinary matter of the universe, primarily found in stars and interstellar gases (from the spectra of electromagnetic radiation from stars), which matches that predicted by the Big Bang theory (3/4 hydrogen and 1/4 helium).

ESS1-HS-3. Communicate scientific ideas about the way stars, over their life cycle, produce elements.

- Clarification Statement: Emphasis is on the w ay nucleosynthesis, and therefore the different elements created, varies as a function of the mass of a s tar and the stage of its lifetime.
- Assessment Boundary: Details of the many different nucleosynthesis pathway s for stars of differing masses are not assessed.

ESS1-HS-4. Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.

- Clarification Statement: Emphasis is on Newtonian gravitational law s governing orbital motions, which apply to human -made satellites as w ell as planets and moons.
- Assessment Boundary: Mathematical representations for the grav itational attraction of bo dies and Kepler's Law s of orbital motions should not deal with more than two bodies, nor involve calculus.

ESS1-HS-5. Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.

- Clarification Statement: Emphasis is on the ability of plate tectonics to explain the ages of crustal rocks. Examples include evidence of the ages oceanic crust increasing with distance from mid -ocean ridges (a result of plate spreading) and the ages of North American continental crust increasing with distance away from a central ancient core (a result of past plate interactions).

ESS1-HS-6. Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

- Clarification Statement: Emphasis is on using available evidence within the solar system to reconstruct the early history of Earth, which formed along with the rest of the solar system 4.6 billion years ago. Examples of evidence include the absolute ages of ancient materials (obtained by radiometric dating of meteorites, moon rocks, and Earth's oldest minerals), the sizes and compositions of solar system objects, and the impact cratering record of planetary surfaces.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
Developing and Using Models M odeling in 9–12 builds on K –8 experiences and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed w orld(s). • Dev elop a model based on evidence to illustrate the relationships between	**ESS1 .A : The Universe and Its Stars** • The star called the sun is changing and will burn out over a lifespan of approximately 10 billion years. (ESS1-HS-1) • The study of stars' light spectra and brightness is used to identify compositional elements of stars, their movements, and their distances from Earth. (ESS1-HS-2, ESS1-HS-3) • The Big Bang theory is supported by observations of distant galaxies receding from our own, of the measured	**Patterns** Empirical evidence is needed to identify patterns. (ESS1-HS-5) **Scale, Proportion, and Quantity** The significance of a phenomenon is dependent on the scale, proportion, and quantity at which it occurs. (ESS1-HS-1) Algebraic thinking is used to examine scientific data and predict the effect of a

systems or between components of a system. (ESS1-HS-1)

Using Mathematical and Computational Thinking

Mathematical and computational thinking in 9–12 builds on K –8 experiences and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analy sis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.

- Use mathematical or computational representations of phenomena to describe explanations. (ESS1-HS-4)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.

- Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, theories, simulations, peer review) and the assumption that theories and law s that describe the natural world operate today as they did in the past and will continue to do so in the future. (ESS1-HS-2)
- Apply scientific reasoning to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion. (ESS1-HS-6)

Engaging in Argument from Evidence

Engaging in argument from ev idence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.

- Evaluate evidence behind currently accepted explanations or solutions to determine the merits of arguments.

composition of stars and non-stellar gases, and of the maps of spectra of the primordial radiation (cosmic microwave background) that still fills the universe. (ESS1-HS-2)

- Other than the hydrogen and helium formed at the time of the Big Bang, nuclear fusion within stars produces all atomic nuclei lighter than and including iron, and the process releases electromagnetic energy. Heavier elements are produced w hen certain massive stars achieve a supernova stage and explode. (ESS1-HS-2, ESS1-HS-3)

ESS1 .B: Earth and the Solar System

- Kepler's laws describe common features of the motions of orbiting objects, including their elliptical paths around the sun. Orbits may change due to the gravitational effects from, or collisions with, other objects in the solar system. (ESS1-HS-4)

ESS1 .C: T he History of Planet Earth

- Continental rocks, which can be older than 4 billion years, are generally much older than the rocks of the ocean floor, which are less than 200 million y ears old. (ESS1-HS-5)
- Although active geologic processes, such as plate tectonics and erosion, have destroyed or altered most of the very early rock record on Earth, other objects in the solar system, such as lunar rocks, asteroids, and meteorites, have changed little over billions of years. Studying these objects can provide information about Earth's formation and early history. (ESS1-HS-6)

ESS2 .B: Plate Tectonics and Large-Scale System Interactions

- Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. (ESS1-HS-5)

PS1 .C: Nuclear Processes

- Spontaneous radioactive decay follows a characteristic exponential decay law. Nuclear lifetimes allow radiometric dating to be used to determine the ages of rocks and other materials. (ESS1-HS-5, ESS1-HS-6)

PS3 .D: Energy in Chemical Processes and Everyday Life

- Nuclear Fusion processes in the center of the sun release the energy that ultimately reaches Earth as radiation. (ESS1-HS-1)

PS4 .B Electromagnetic Radiation

- Atoms of each element emit and absorb characteristic frequencies of light. These characteristics allow identification of the presence of an element, even in microscopic quantities. (ESS1-HS-2)

change in one variable on another (e.g., linear growth vs. exponential growth). (ESS1-HS-4)

Energy and Matter

Energy cannot be created or destroyed– only moved between one place and another place, between objects and/or fields, or between systems. (ESS1-HS-2)
In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved. (ESS1-HS-3)

Stability and Change

Much of science deals with constructing explanations of how things change and how they remain stable. (ESS1-HS-6)

Connections to Engineering, Technology, and Applications of Science

Interdependence of Science, Engineering, and Technology

Science and engineering complement each other in the cycle know n as research and development (R&D). Many R&D projects may involve scientists, engineers, and others with wide ranges of expertise. (ESS1-HS-2, ESS1-HS-4)

Connections to Nature of Science

Scientific Knowledge Assumes an Order and Consistency in Natural Systems

Scientific know ledge is based on the assumption that natural laws operate today as they did in the past and they will continue to do so in the future. (ESS1-HS-2)
Science assumes the universe is a vast single system in which basic laws are consistent. (ESS1-HS-2)

(ESS1-HS-5)

Obtaining, Evaluating, and Communicating Information

Obtaining, evaluating, and communicating information in 9–12 builds on K –8 experiences and progresses to ev aluating the validity and reliability of the claims, methods, and designs.

- Communicate scientific ideas (e.g. about phenomena and/or the process of development and the design and performance of a proposed process or sy stem) in multiple formats (including orally, graphically, textually, and mathematically). (ESS1-HS-3)

Connections to Nature of Science

Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena

A scientific theory is a substantiated explanation of some aspect of the natural world, based on a body of facts that have been repeatedly confirmed through observation and experiment and the science community validates each theory before it is accepted. If new evidence is discovered that the theory does not accommodate, the theory is generally modified in light of this new evidence. (ESS1-HS-2, ESS1-HS-6)

Models, mechanisms, and explanations collectively serve as tools in the development of a scientific theory. (ESS1-HS-6)

Idaho Common Core Connections

ELA/Literacy

RST .1 1-12.1 *Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (ESS1-HS-1),(ESS1-HS-2),(ESS1-HS-5),(ESS1-HS-6)*

RST .1 1-12.8 *Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (ESS1-HS-5),(ESS1-HS-6)*

WHST .9 -12.1 *Write arguments focused on discipline-specific content. (ESS1-HS-6)*

WHST .9 -12.2 *Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (ESS1-HS-2),(ESS1-HS-3),(ESS1-HS-5)*

SL.1 1 -12.4 *P resent claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and w ell-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (ESS1-HS-3)*

Mathematics

MP .2 *Reason abstractly and quantitatively . (HESS1-HS-1),(ESS1-HS-2),(ESS1-HS-3),(ESS1-HS-4),(ESS1-HS-5),(ESS1-HS-6)*

MP .4 *Model with mathematics. (ESS1-HS-1),(ESS1-HS-4)*

HSN-Q .A .1 *Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (ESS1-HS-1),(ESS1-HS-2),(ESS1-HS-4),(ESS1-HS-5),(ESS1-HS-6)*

HSN-Q .A .2 *Define appropriate quantities for the purpose of descriptive modeling. (ESS1-HS-1),(ESS1-HS-2),(ESS1-HS-4),(ESS1-HS-5),(ESS1-HS-6)*

HSN-Q .A .3 *Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (ESS1-HS-1),(ESS1-HS-2),(ESS1-HS-4),(ESS1-HS-5),(ESS1-HS-6)*

HSA -SSE.A.1 *Interpret expressions that represent a quantity in terms of its context. (ESS1-HS-1),(ESS1-HS-2),(ESS1-HS-4)*

HSA -CED.A.2 *Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. (ESS1-HS-1),(ESS1-HS-2),(ESS1-HS-4)*

HSA -CED.A.4 *Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. (ESS1-HS-1),(ESS1-HS-2),(ESS1-HS-4)*

HSF-IF.B.5 *Relate the domain of a function to its graph and, w here applicable, to the quantitative*

	relationship it describes. (ESS1-HS-6) ***HSS-ID.B.6*** *Represent data on two quantitative variables on a scatter plot, and describe how those variables are related. (ESS1-HS-6)*

ESS2-HS Earth's Systems

Performance Expectations (PE)

Students who demonstrate understanding can:

ESS2-HS-1. Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

- Clarification Statement: Emphasis is on how the appearance of land features (such as mountains, valleys, and plateaus) and sea-floor features (such as trenches, ridges, and seamounts) are a result of both constructive forces (such as volcanism, tectonic uplift, and orogeny) and destructive mechanisms (such as weathering, mass wasting, and coastal erosion).
- Assessment Boundary: Assessment does not include memorization of the details of the formation of specific geographic features of Earth's surface.

ESS2-HS2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.

- Clarification Statement: Examples should include climate feedbacks, such as how an increase in greenhouse gases causes a rise in global temperatures that melts glacial ice, which reduces the amount of sunlight reflected from Earth's surface, increasing surface temperatures and further reducing the amount of ice. Examples could also be taken from other system interactions, such as how the loss of ground vegetation causes an increase in water runoff and soil erosion; how dammed rivers increase groundwater recharge, decrease sediment transport, and increase coastal erosion; or how the loss of wetlands causes a decrease in local humidity that further reduces the wetland extent.

ESS2-HS-3. Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.

- Clarification Statement: Emphasis is on both a one-dimensional model of Earth, with radial layers determined by density, and a three-dimensional model, which is controlled by mantle convection and the resulting plate tectonics. Examples of evidence include maps of Earth's three-dimensional structure obtained from seismic waves, records of the rate of change of Earth's magnetic field (as constraints on convection in the outer core), and identification of the composition of Earth's layers from high-pressure laboratory experiments.

ESS2-HS-4. Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.

- Clarification Statement: Examples of the causes of climate change differ by timescale, over 1-10 years: large volcanic eruption, ocean circulation; 10-100s of years: changes in human activity, ocean circulation, solar output; 10-100s of thousands of years: changes to Earth's orbit and the orientation of its axis; and 10-100s of millions of years: long-term changes in atmospheric composition.
- Assessment Boundary: Assessment of the results of changes in climate is limited to changes in surface temperatures, precipitation patterns, glacial ice volumes, sea levels, and biosphere distribution.

ESS2-HS-5. Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

- Clarification Statement: Emphasis is on mechanical and chemical investigations with water and a variety of solid materials to provide the evidence for connections between the hydrologic cycle and system interactions commonly known as the rock cycle. Examples of mechanical investigations include stream transportation and deposition using a stream table, erosion using variations in soil moisture content, or frost wedging by the expansion of water as it freezes. Examples of chemical investigations include chemical weathering and recrystallization (by testing the solubility of different materials) or melt generation (by examining how water lowers the melting temperature of most solids).

ESS2-HS-6. Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

- Clarification Statement: Emphasis is on modeling biogeochemical cycles that include the cycling of carbon through the ocean, atmosphere, soil, and biosphere (including humans), providing the foundation for living organisms.

ESS2-HS-7. Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

- Clarification Statement: Emphasis is on the dynamic causes, effects, and feedbacks between the biosphere and Earth's other systems, whereby geoscience factors control the evolution of life, which in turn continuously alters Earth's surface. Examples of include how photosynthetic life altered the atmosphere through the production of oxygen, which in turn increased weathering rates and allowed for the evolution of animal life; how microbial life on land increased the formation of soil, which in turn allowed for the evolution of land plants; or how the evolution of corals created reefs that altered patterns of erosion and deposition along coastlines and provided habitats for the evolution of new life forms.
- Assessment Boundary: Assessment does not include a comprehensive understanding of the mechanisms of how the biosphere interacts with all of Earth's other systems.

Science and Engineering	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)

Practices (SEP)		
Developing and Using Models Modeling in 9–12 builds on K–8 experiences and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed world(s). • Develop a model based on evidence to illustrate the relationships between systems or between components of a system. (ESS2-HS-1, ESS2-HS-3, ESS2-HS-6) • Use a model to provide mechanistic accounts of phenomena. (ESS2-HS-4) **Planning and Carrying Out Investigations** Planning and carrying out investigations in 9-12 builds on K-8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models. • Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. (ESS2-HS-5) **Analyzing and Interpreting Data** Analyzing data in 9–12 builds on K–8 experiences and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data. • Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution. (ESS2-HS-2) **Engaging in Argument from Evidence** Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current	**ESS1.B: Earth and the Solar System** • Cyclical changes in the shape of Earth's orbit around the sun, together with changes in the tilt of the planet's axis of rotation, both occurring over hundreds of thousands of years, have altered the intensity and distribution of sunlight falling on the earth. These phenomena cause a cycle of ice ages and other gradual climate changes. (ESS2-HS-4) **ESS2.A: Earth Materials and Systems** • Earth's systems, being dynamic and interacting, cause feedback effects that can increase or decrease the original changes. (ESS2-HS-1, ESS2-HS-2) • Evidence from deep probes and seismic waves, reconstructions of historical changes in Earth's surface and its magnetic field, and an understanding of physical and chemical processes lead to a model of Earth with a hot but solid inner core, a liquid outer core, a solid mantle and crust. Motions of the mantle and its plates occur primarily through thermal convection, which involves the cycling of matter due to the outward flow of energy from Earth's interior and gravitational movement of denser materials toward the interior. (ESS2-HS-3) • The geological record shows that changes to global and regional climate can be caused by interactions among changes in the sun's energy output or Earth's orbit, tectonic events, ocean circulation, volcanic activity, glaciers, vegetation, and human activities. These changes can occur on a variety of time scales from sudden (e.g., volcanic ash clouds) to intermediate (ice ages) to very long-term tectonic cycles. (ESS2-HS-4) **ESS2.B: Plate Tectonics and Large-Scale System Interactions** • The radioactive decay of unstable isotopes continually generates new energy within Earth's crust and mantle, providing the primary source of the heat that drives mantle convection. Plate tectonics can be viewed as the surface expression of mantle convection. (ESS2-HS-3) • Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. Plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within Earth's crust. (ESS2-HS-1) **ESS2.C: The Roles of Water in Earth's Surface Processes** • The abundance of liquid water on Earth's surface and its unique combination of physical and chemical properties are central to the planet's dynamics. These properties include water's exceptional capacity to absorb, store, and release large amounts of energy, transmit sunlight, expand upon freezing, dissolve and transport materials, and lower the viscosities and melting points of rocks. (ESS2-HS-5) **ESS2.D: Weather and Climate** • The foundation for Earth's global climate systems is the electromagnetic radiation from the sun, as well as its	**Cause and Effect** Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (ESS2-HS-4) **Energy and Matter** The total amount of energy and matter in closed systems is conserved. (ESS2-HS-6) Energy drives the cycling of matter within and between systems. (ESS2-HS-3) **Structure and Function** The functions and properties of natural and designed objects and systems can be inferred from their overall structure, the way their components are shaped and used, and the molecular substructures of its various materials. (ESS2-HS-5) **Stability and Change** Much of science deals with constructing explanations of how things change and how they remain stable. (ESS2-HS-7) Change and rates of change can be quantified and modeled over very short or very long periods of time. Some system changes are irreversible. (ESS2-HS-1) Feedback (negative or positive) can stabilize or destabilize a system. (ESS2-HS-2) ***Connections to Engineering, Technology, and Applications of Science*** **Interdependence of Science, Engineering, and Technology** Science and engineering complement each other in the cycle known as research and development (R&D). Many R&D projects may involve scientists, engineers, and others with wide ranges of expertise. (ESS2-HS-3) **Influence of Engineering, Technology, and Science on Society and the Natural World** New technologies can have deep impacts on society and the environment, including some that were not anticipated. Analysis of costs and benefits is a critical aspect of decisions about technology. (ESS2-HS-2)

scientific or historical episodes in science. • Construct an oral and written argument or counter-arguments based on data and evidence. (ESS2-HS-7) ***Connections to Nature of Science*** **Scientific Knowledge is Based on Empirical Evidence** Science knowledge is based on empirical evidence. (ESS2-HS-3) Science disciplines share common rules of evidence used to evaluate explanations about natural systems. (ESS2-HS-3) Science includes the process of coordinating patterns of evidence with current theory. (ESS2-HS-3) Science arguments are strengthened by multiple lines of evidence supporting a single explanation. (ESS2-HS-4)	reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems, and this energy's re-radiation into space. (ESS2-HS-2, ESS2-HS-4) • Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen. (ESS2-HS-6, ESS2-HS-7) • Changes in the atmosphere due to human activity have increased carbon dioxide concentrations and thus affect climate. (ESS2-HS-6, ESS2-HS-4) **ESS2.E: Biogeology** • The many dynamic and delicate feedbacks between the biosphere and other Earth systems cause a continual co-evolution of Earth's surface and the life that exists on it. (ESS2-HS-7) **PS4.A: Wave Properties** • Geologists use seismic waves and their reflection at interfaces between layers to probe structures deep in the planet. (ESS2-HS-3)	

Idaho Common Core Connections

ELA/Literacy	Mathematics
RST.11-12.1 *Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (ESS2-HS-2),(ESS2-HS-3)* ***RST.11-12.2*** *Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (ESS2-HS-2)* ***WHST.9-12.1*** *Write arguments focused on discipline-specific content. (ESS2-HS-7)* ***WHST.9-12.7*** *Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (ESS2-HS-5)* ***SL.11-12.5*** *Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (ESS2-HS-1),(ESS2-HS3),(ESS2-HS-4)*	***MP.2*** *Reason abstractly and quantitatively. (ESS2-HS-1),(ESS2-HS-2),(ESS2-HS-3),(ESS2-HS-4),(ESS2-HS-6)* ***MP.4*** *Model with mathematics. (ESS2-HS-1),(ESS2-HS-3),(ESS2-HS-4),(ESS2-HS-6)* ***HSN-Q.A.1*** *Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. ((ESS2-HS-1),(ESS2-HS-2),(ESS2-HS-3),(ESS2-HS-4),(ESS2-HS-6)* ***HSN-Q.A.2*** *Define appropriate quantities for the purpose of descriptive modeling (ESS2-HS-1),(ESS2-HS-3),(ESS2-HS-4),(ESS2-HS-6)* ***HSN-Q.A.3*** *Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (ESS2-HS-1),(ESS2-HS-2),(ESS2-HS-3),(ESS2-HS-4),(ESS2-HS-5),(ESS2-HS-6)*

ESS3-HS Earth and Human Activity

Performance Expectations (PE)

Students who demonstrate understanding can:

ESS3-HS-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

- Clarification Statement: Examples of key natural resources include access to fresh water (such as rivers, lakes, and groundwater), regions of fertile soils such as river deltas, and high concentrations of minerals and fossil fuels. Examples of natural hazards can be from interior processes (such as volcanic eruptions and earthquakes), surface processes (such as tsunamis, mass wasting and soil erosion), and severe weather (such as hurricanes, floods, and droughts). Examples of the results of changes in climate that can affect populations or drive mass migrations include changes to sea level, regional patterns of temperature and precipitation, and the types of crops and livestock that can be raised.

ESS3-HS-2. Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.

- Clarification Statement: Emphasis is on the conservation, recycling, and reuse of resources (such as minerals and metals) where possible, and on minimizing impacts where it is not. Examples include developing best practices for agricultural soil use, mining (for coal, tar sands, and oil shales), and pumping (for petroleum and natural gas). Science knowledge indicates what can happen in natural systems—not what should happen.

ESS3-HS-3. Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.

- Clarification Statement: Examples of factors that affect the management of natural resources include costs of resource extraction and waste management, per-capita consumption, and the development of new technologies. Examples of factors that affect human sustainability include agricultural efficiency, levels of conservation, and urban planning.
- Assessment Boundary: Assessment for computational simulations is limited to using provided multi-parameter programs or constructing simplified spreadsheet calculations.

ESS3-HS-4. Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

- Clarification Statement: Examples of data on the impacts of human activities could include the quantities and types of pollutants released, changes to biomass and species diversity , or areal changes in land surface use (such as for urban development, agriculture and livestock, or surface mining). Examples for limiting future impacts could range from local efforts (such as reducing, reusing, and recycling resources) to large-scale geoengineering design solutions (such as altering global temperatures by making large changes to the atmosphere or ocean).

ESS3-HS-5. Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.

- Clarification Statement: Examples of evidence, for both data and climate model outputs, are for climate changes (such as precipitation and temperature) and their associated impacts (such as on sea level, glacial ice volumes, or atmosphere and ocean composition).
- Assessment Boundary: Assessment is limited to one example of a climate change and its associated impacts.

ESS3-HS-6. Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

- Clarification Statement: Examples of Earth systems to be considered are the hydrosphere, atmosphere, cryosphere, geosphere, and/or biosphere . A n example of the far-reaching impacts from a human activity is how an increase in atmospheric carbon dioxide results in an increase in photosynthetic biomass on land and an increase in ocean acidification, with resulting impacts on sea organism health and marine populations.
- Assessment Boundary: Assessment does not include running computational representations but is limited to using the published results of scientific computational models.

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
A nalyzing and Interpreting Data A nalyzing data in 9–12 builds on K –8 experiences and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data. • Analyze data using computational models in order to make valid and reliable scientific claims. (ESS3-HS-5) **Using Mathematics and Computational Thinking** Mathematical and computational thinking in 9-12 builds on K -8 experiences and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions. • Create a computational model or	**ESS2 .D: Weather and Climate** • Current models predict that, although future regional climate changes will be complex and varied, average global temperatures will continue to rise. The outcomes predicted by global climate models strongly depend on the amounts of human-generated greenhouse gases added to the atmosphere each year and by the w ay s in which these gases are absorbed by the ocean and biosphere. (ESS3-HS-6) **ESS3 .A : Natural Resources** • Resource availability has guided the development of human society. (ESS3-HS-1) • All forms of energy production and other resource extraction have associated economic, social, environmental, and geopolitical costs and risks as w ell as benefits. New technologies and social regulations can change the balance of these factors. (ESS3-HS-2) **ESS3 .B: Natural Hazards** • Natural hazards and other geologic events have shaped the course of human history. They have significantly altered the sizes of human populations and have driven human migrations. (ESS3-HS-1) **ESS3 .C: Human Impacts on Earth Systems** • The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources. (ESS3-HS-3) • Scientists and engineers can make major contributions by developing technologies that produce less pollution and	**Cause and Effect** Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (ESS3-HS-1) **Systems and System Models** When investigating or describing a system, the boundaries and initial conditions of the system need to be defined and their inputs and outputs analyzed and described using models. (ESS3-HS-6) **Stability and Change** Change and rates of change can be quantified and modeled over very short or very long periods of time. Some system changes are irreversible. (ESS3-HS-3, ESS3-HS-5) Feedback (negative or positive) can stabilize or destabilize a system. (ESS3-HS-4) ***Connections to Engineering, Technology, and Applications of Science*** **Influence of Engineering, Technology, and Science on Society and the Natural**

simulation of a phenomenon, designed dev ice, process, or system. (ESS3-HS-3) • Use a computational representation of phenomena or design solutions to describe and/or support claims and/or explanations. (ESS3-HS6) **Constructing Explanations and Designing Solutions** Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific knowledge, principles, and theories. • Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (ESS3-HS-1) • Design or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. (ESS3-HS-4) **Engaging in Argument from Evidence** Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about natural and designed world(s). Arguments may also come from current scientific or historical episodes in science. • Evaluate competing design solutions to a real-world problem based on scientific ideas and principles, empirical evidence, and logical arguments regarding relevant factors (e.g. economic, societal, environmental, ethical considerations). (ESS3-HS-2) ***Connections to Nature of Science***	waste and that preclude ecosystem degradation. (ESS3-HS-4) **ESS3 .D: Global Climate Change** • Though the magnitudes of human impacts are greater than they have ever been, so too are human abilities to model, predict, and manage current and future impacts. (ESS3-HS-5) • Through computer simulations and other studies, important discoveries are still being made about how the ocean, the atmosphere, and the biosphere interact and are modified in response to human activities. (ESS3-HS-6) **ET S1 .B: Developing Possible Solutions** • When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, environmental impacts. (ESS3-HS-2, ESS3-HS-4)	**World** Modern civilization depends on major technological systems. (ESS3-HS-1, ESS3-HS-3) Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks. (ESS3-HS-2, ESS3-HS-4) New technologies can have deep impacts on society and the environment, including some that were not anticipated. (ESS3-HS-3) Analysis of costs and benefits is a critical aspect of decisions about technology. (ESS3-HS-2) ***Connections to Nature of Science*** **Science is a Human Endeavor** Science is a result of human endeavors, imagination, and creativity. (ESS3-HS-3) **Science Addresses Questions About the Natural and Material World** Science and technology may raise ethical issues for which science, by itself, does not provide answers and solutions. (ESS3-HS-2) Science know ledge indicates w hat can happen in natural systems—not what should happen. The latter involves ethics, values, and human decisions about the use of knowledge. (ESS3-HS-2) Many decisions are not made using science alone, but rely on social and cultural contexts to resolve issues. (ESS3-HS-2)

Scientific Investigations Use a Variety of Methods Science investigations use diverse methods and do not always use the same set of procedures to obtain data. (ESS3-HS-5) New technologies advance scientific knowledge. (ESS3-HS-5) **Scientific Knowledge is Based on Empirical Evidence** Science knowledge is based on empirical evidence. (ESS3-HS-5) Science arguments are strengthened by multiple lines of evidence supporting a single explanation. (ESS3-HS-5)		

Idaho Common Core Connections

ELA/Literacy	Mathematics
RST .1 1-12.1 *Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (ESS3-HS-1),(ESS3-HS-2),(ESS3-HS-4),(ESS3-HS-5)* ***RST .1 1-12.2*** *Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (ESS3-HS-5)* ***RST .1 1-12.7*** *Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (ESS3-HS-5)* ***RST .1 1-12.8*** *Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (ESS3-HS-2),(ESS3-HS-4)* ***WHST .9 -12.2*** *Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (ESS3-HS-1)*	***MP .2*** *Reason abstractly and quantitatively . (ESS3-HS-1),(ESS3-HS-2),(ESS3-HS-3),(ESS3-HS-4),(ESS3-HS-5),(ESS3-HS-6)* ***MP .4*** *Model with mathematics. (ESS3-HS-3),(ESS3-HS-6)* ***HSN-Q .A .1*** *Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (ESS3-HS-1),(ESS3-HS-4),(ESS3-HS-5),(ESS3-HS-6)* ***HSN-Q .A .2*** *Define appropriate quantities for the purpose of descriptive modeling. (ESS3-HS-1),(ESS3-HS-4),(ESS3-HS-5),(ESS3-HS-6)* ***HSN-Q .A .3*** *Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (ESS3-HS-1),(ESS3-HS-4),(ESS3-HS-5),(ESS3-HS-6)*

Appendix A: K-5 Topic Progressions by Science Domain

Life Science			
Grade	**Topic**	**NGSS Connection**	**Notes**
K	• Living and nonliving • Observe plants and animals	• (KLS1.1) Plants need water, food, air, and light to live and grow • (KLS1.2) Animals need food and water to live and grow	• Continue to address living and non-living things animals • (KESS3): see needs and habitat of plants and animals
1	• Life cycles (plants and animals) • Living things needs food, water, and shelter	• (1LS1) • Structures: Similarities and differences of physical traits between adults and offspring in plants and animals • Functions: Imprinting patterns from parents from offspring for survival • (1LS3) Heredity: young like parents but not exactly • (3LS1) Life cycles	• Adding emphasis on structure and functions
2	• Basic needs of all living thing and discuss how all living thing needs food, water, shelter, and space. • Habitats and adaptations	• (2LS2) Plants need Water and Sun to Grow • Animals help Disperse Seeds and Pollinate Plants • (2LS4) Plants and Animals Habitat Diversity	• Emphasis on investigation, design, experimentation, and model development • Classification of mammals, replies, birds, amphibians and fish
3	• Plant and animals adaptations • Food chains and food webs	• (3LS2) Behavioral adaptations and migrations • (3LS3) Heredity affects similarities and differences in traits and patterns between offspring and parents	• Food chains and food web moved to Grade 4. • Moving 3LS4 biological adaptation to Grade 5 • Emphasis on behavioral adaptations

4	• Adaptations, classification of vertebrates and invertebrates	• (5LS2) Ecosystem, interactions and dynamics • (4LS1) Internal and external structures (body structures)	• Focus is no longer expected on classification of vertebrates and invertebrates moved to 2/5 • (4ESSI) Ex.- make fossil connections to Hagerman horse
5	• Photosynthesis, cells • Heredity -parents and offspring	• (3LS4) Biological adaptation and natural selection • (5LS1) Photosynthesis (plants need air, and water to grow and not soil	• Classification of species • See (5PS3.2) focus on energy from the sun

Earth Science			
Grade	**Topic**	**NGSS Connection**	**Notes**
K	• 4 seasons	• (KESS2) Local weather patterns (climate) • Plants and animals change the environment to meet their Needs (e: beaver dams, vines, leaf size) • (KESS3) Needs and habitat of plants and animals • Severe weather, local, human impact, and recycle	• Focus on weather
1	• 4 seasons locally	• (1ESS1) Sun, Moon, and Stars- Predict Patterns • Daylight hours to time of year	
2	• Weather conditions	• (2ESS2) Wind and water changes the shapes of the land; maps of land forms; water-liquid and solids on Earth • (ESS1) Earth events- fast /slow • Earthquake, volcanoes, erosion	• Connection to (2LS4) • Connection to (2PS1)

		of rocks	
3	• Length of day, seasons, and year on Earth	• (3ESS2) Weather/seasons-graphs and tables • Climate in different regions of the world to predict patterns • (3ESS3) Claim about merit of a design solutions to damage from weather	
4	• Solar system comparisons • Gravity (orbits, effect of the moon on Earth, tides)	• (4ESS2) Weathering and erosion (water, ice and vegetation) • Maps and data-describe patterns of Earth's features - Earth/water (topographical) • (4ESS1) Role of formations/fossils (global, regional & local) • (4ESS3) Energy and fuels (Cost/benefit, environment, costs) • Natural resources • Natural hazards	• Was a 5th grade Earth interactions • Was a 5th grade standard
5		• (5ESS2) Geological, biological, hydrological, atmosphere • How landforms are affected through weather and climates • Water distribution on Earth (ROLES) • (5ESS1) Brightness of stars and distances. • Shadows (limited to earth position) • Seasonal appearance of stars	

		• (5ESS3) Sustainably of Earth's resources (obtain and define information to evaluate impacts and consequences)	

Physical Science			
Grade	**Topic**	**NGSS Connection**	**Notes**
K	• Use senses describe matter	• (KPS2) Strength and direction of push and pull • Change speed and direction (marble maze) • Effect of sunlight on earth's surface (warm/cool) create something to reduce effects of sun	
1	• Use properties of an object (motion, rotate, revolve, rest, float, fall)	• (1PS4) Sound and vibration • objects in darkness can be seen only when illuminated • Translucent, opaque reflective (not speed of light) • Communicate design project with sound/light	
2	• List properties of an object • Explain how force affect the motion and position of an object	• (2PS1) Investigation of properties- materials: mixture, hardness • Analyze data-best property to purpose • Parts to whole • Heat/cool reverse or not change	
3	• Use instruments to measure properties • Physical properties of	• (3PS2) Effects of balanced and unbalanced forces • Gravity=force	

	solids, liquids, and gases • Heating and cooling-change of state of matter	• Make observations of motion and predict future motion • Magnetic (push and pull) • Electric (static) • Design challenge-magnetism	
4	• Same as third grade-not kinetic and potential energy	• (4PS34) Energy • Explain speed/energy connection • Transfer of energy- sound, light, hear, electric currents • Ask questions and predict-change in energy when objects collide; emphasis on speed not force. • Design, test, refine and object to convert energy to another form of energy • (4PS4) Models of waves, patterns, wave length amplitude, objects move • Model light into eye and seen (not colors in the retina) • Generate and compare solutions that use patterns to send information (ex. binary code, Morse code, drums)	• (4PS4) Social studies connection: "Wind Talkers" and Native Americans in Idaho • Computer Science: Code.org
5	• Elements, compounds, and mixtures • Physical difference of solids, liquids, and gases • The nature of physical change related to physical properties	• (5PS1) Matter parts-whole • Too small to be seen • Not atoms and subatomic particles • Not evaporation or condensation • Heat and cooling changes • Matter=conserved phase changes	• Connect (5PS3) to (5LS1)

		• Not design or mass and weight • Chemical reactions • (5PS2) Argument- gravity is a downward force • (5PS3) Energy in food was once energy in the sun	

Appendix B: Middle and High School Course Progressions

Grades 6-8

Assessment Given At End of 8th Grade As Either Cumulative ISAT OR Content Specific EOC

Conceptual Progressions Model

Course 1		Course 2		Course 3	
DCIs	PEs	DCIs	PEs	DCIs	PEs
PS1.A	PS1-MS-1	PS3.C	PS4-MS-3	LS2.C	LS2-MS-5
PS1.B	PS1-MS-2	PS4.B	LS1-MS-1	LS4.A	LS2-MS-6
PS2.A	PS1-MS-3	PS4.C	LS1-MS-2	LS4.B	LS4-MS-1
PS2.B	PS1-MS-4	LS1.A	LS1-MS-3	LS4.C	LS4-MS-2
PS3.A	PS1-MS-5	LS1.B	LS1-MS-4	LS4.D	LS4-MS-3
PS3.B	PS1-MS-6	LS1.C	LS1-MS-5	ESS1.C	LS4-MS-4
PS4.A	PS2-MS-1	LS2.B	LS1-MS-6	ESS2.D	LS4-MS-5
LS2.A	PS2-MS-2	LS3.A	LS2-MS-3	ESS3.C	LS4-MS-6
ESS1.B	PS2-MS-3	LS3.B	LS2-MS-4	ESS3.D	ESS1-MS-4
ESS2.B	PS2-MS-4	ESS1.A	LS3-MS-1	ETS1.A	ESS3-MS-3
ESS2.C	PS2-MS-5	ESS2.A	LS3-MS-2	ETS1.B	ESS3-MS-4
ESS3.A	PS3-MS-1	ESS2.A	ESS2-MS-1		ESS3-MS-5
ETS1.A	PS3-MS-2	ESS2.D	ESS2-MS-2		
ETS1.B	PS3-MS-3	ESS3.B	ESS2-MS-3		
	PS3-MS-4	ETS1.A	ESS2-MS-4		
	PS3-MS-5	ETS1.B	ESS2-MS-5		
	PS4-MS-1		ESS2-MS-6		
	PS4-MS-2		ESS3-MS-1		
	LS2-MS-1		ESS3-MS-2		
	LS2-MS-2				
	ESS1-MS-1				
	ESS1-MS-2				
	ESS1-MS-3				

Science Domains Model

Physical		Life		Earth	
DCIs	PEs	DCIs	PEs	DCIs	PEs
PS1.A	PS1-MS-1	LS1.A	LS1-MS-1	ESS1.A	ESS1-MS-1
PS1.B	PS1-MS-2	LS1.B	LS1-MS-2	ESS1.B	ESS1-MS-2
PS2.A	PS1-MS-3	LS1.C	LS1-MS-3	ESS1.C	ESS1-MS-3
PS2.B	PS1-MS-4	LS2.A	LS1-MS-4	ESS2.A	ESS1-MS-4
PS3.A	PS1-MS-5	LS2.B	LS1-MS-5	ESS2.B	ESS2-MS-1
PS3.B	PS1-MS-6	LS2.C	LS1-MS-6	ESS2.C	ESS2-MS-2
PS3.C	PS2-MS-1	LS3.A	LS2-MS-1	ESS2.D	ESS2-MS-3
PS4.A	PS2-MS-2	LS3.B	LS2-MS-2	ESS3.A	ESS2-MS-4
PS4.B	PS2-MS-3	LS4.A	LS2-MS-3	ESS3.B	ESS2-MS-5
PS4.C	PS2-MS-4	LS4.B	LS2-MS-4	ESS3.C	ESS2-MS-6
ETS1.A	PS2-MS-5	LS4.C	LS2-MS-5	ESS3.D	ESS3-MS-1
ETS1.B	PS3-MS-1	LS4.D	LS2-MS-6		ESS3-MS-2
	PS3-MS-2	ETS1.B	LS3-MS-1		ESS3-MS-3
	PS3-MS-3		LS3-MS-2		ESS3-MS-4
	PS3-MS-4		LS4-MS-1		ESS3-MS-5
	PS3-MS-5		LS4-MS-2		
	PS4-MS-1		LS4-MS-3		
	PS4-MS-2		LS4-MS-4		
	PS4-MS-3		LS4-MS-5		
			LS4-MS-6		

Grades 9-12

DISTRICT CHOICE	BIOLOGY	CHEMISTRY	PHYSICS
No Assessment	Biology EOC	Chemistry EOC	No Assessment

Modified Science Domains Model

Biology		Chemistry		Physics	
DCIs	PEs	DCIs	PEs	DCIs	PEs
LS1.A	LS1-HS-1	**PS1.A**	PSC1-HS-1	**PS1.A**	PSP1-HS-1
LS1.B	LS1-HS-2	**PS1.B**	PSC1-HS-2	**PS2.A**	PSP1-HS-2
LS1.C	LS1-HS-3	**PS1.C**	PSC1-HS-3	**PS2.B**	PSP1-HS-3
LS2.A	LS1-HS-4	**PS2.B**	PSC1-HS-4	**PS3.A**	PSP1-HS-4
LS2.B	LS1-HS-5	**PS3.A**	PSC1-HS-5	**PS3.B**	PSP1-HS-5
LS2.C	LS1-HS-6	**PS3.B**	PSC2-HS-1	**PS3.C**	PSP1-HS-6
LS2.D	LS1-HS-7	**PS3.D**	PSC2-HS-2	**PS3.D**	PSP2-HS-1
LS3.A	LS2-HS-1	**PS4.B**	PSC2-HS-3	**PS4.A**	PSP2-HS-2
LS3.B	LS2-HS-2	**ESS2.C**	PSC2-HS-4	**PS4.B**	PSP2-HS-3
LS4.A	LS2-HS-3	**ESS2.D**	PSC2-HS-5	**PS4.C**	PSP2-HS-4
LS4.B	LS2-HS-4	**ESS3.A**	PSC3-HS-1	**ESS1.A**	PSP2-HS-5
LS4.C	LS2-HS-5	**ESS3.D**	PSC3-HS-2	**ESS1.B**	PSP3-HS-1
LS4.D	LS2-HS-6	**ETS1.A**	PSC3-HS-3	**ESS2.A**	PSP3-HS-2

Science Domains Model

Chemistry		Physics		Biology		Earth/Space	
DCIs	PEs	DCIs	PEs	DCIs	PEs	DCIs	PEs
PS1.A	PSC1-HS-1	**PS1.A**	PSP1-HS-1	**LS1.A**	LS1-HS-1	**ESS1.A**	ESS1-HS-1
PS1.B	PSC1-HS-2	**PS2.A**	PSP1-HS-2	**LS1.B**	LS1-HS-2	**ESS1.B**	ESS1-HS-2
PS1.C	PSC1-HS-3	**PS2.B**	PSP1-HS-3	**LS1.C**	LS1-HS-3	**ESS1.C**	ESS1-HS-3
PS2.B	PSC1-HS-4	**PS3.A**	PSP1-HS-4	**LS2.A**	LS1-HS-4	**ESS2.A**	ESS1-HS-4
PS3.A	PSC1-HS-5	**PS3.B**	PSP1-HS-5	**LS2.B**	LS1-HS-5	**ESS2.B**	ESS1-HS-5
PS3.B	PSC2-HS-1	**PS3.C**	PSP1-HS-6	**LS2.C**	LS1-HS-6	**ESS2.C**	ESS1-HS-6
PS3.D	PSC2-HS-2	**PS3.D**	PSP2-HS-1	**LS2.D**	LS1-HS-7	**ESS2.D**	ESS2-HS-1
PS4.B	PSC2-HS-3	**PS4.A**	PSP2-HS-2	**LS3.A**	LS2-HS-1	**ESS2.E**	ESS2-HS-2
ETS1.C	PSC2-HS-4	**PS4.B**	PSP2-HS-3	**LS3.B**	LS2-HS-2	**ESS3.A**	ESS2-HS-3
	PSC2-HS-5	**PS4.C**	PSP2-HS-4	**LS4.A**	LS2-HS-3	**ESS3.B**	ESS2-HS-4
	PSC3-HS-1	**ETS1.A**	PSP2-HS-5	**LS4.B**	LS2-HS-4	**ESS3.C**	ESS2-HS-5
	PSC3-HS-2	**ETS1.C**	PSP3-HS-1	**LS4.C**	LS2-HS-5	**ESS3.D**	ESS2-HS-6
	PSC3-HS-3		PSP3-HS-2	**LS4.D**	LS2-HS-6	**PS1.C**	ESS2-HS-7

ESS1.C	LS2-HS-7	**ETS1.B**	PSC3-HS-4	**ESS2.B**	PSP3-HS-3
ESS2.E	LS2-HS-8	**ETS1.C**	PSC3-HS-5	**ETS1.A**	PSP3-HS-4
ESS3.B	LS3-HS-1		ESS2-HS-4	**ETS1.B**	PSP3-HS-5
ESS3.C	LS3-HS-2		ESS2-HS-5	**ETS1.C**	ESS1-HS-1
ETS1.A	LS3-HS-3		ESS2-HS-6		ESS1-HS-2
ETS1.B	LS4-HS-1		ESS3-HS-2		ESS1-HS-3
ETS1.C	LS4-HS-2		ESS3-HS-5		ESS1-HS-4
	LS4-HS-3		ESS3-HS-6		ESS2-HS-1
	LS4-HS-4				ESS2-HS-2
	LS4-HS-5				ESS2-HS-3
	LS4-HS-6				
	ESS1-HS-5				
	ESS1-HS-6				
	ESS2-HS-7				
	ESS3-HS-1				
	ESS3-HS-3				
	ESS3-HS-4				

	PSC3-HS-4		PSP3-HS-3	**ETS1.B**	LS2-HS-7	**PS3.D**	ESS3-HS-1
	PSC3-HS-5		PSP3-HS-4		LS2-HS-8	**PS4.A**	ESS3-HS-2
			PSP3-HS-5		LS3-HS-1	**PS4.B**	ESS3-HS-3
					LS3-HS-2	**ETS1.B**	ESS3-HS-4
					LS3-HS-3		ESS3-HS-5
					LS4-HS-1		ESS3-HS-6
					LS4-HS-2		
					LS4-HS-3		
					LS4-HS-4		
					LS4-HS-5		
					LS4-HS-6		

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SUBJECT

Pending Rule – Docket No. 08-0203-1510, Rules Governing Thoroughness - Curricular Materials Selection and Online Course Approval - Physical Education

REFERENCE

August 13, 2015	Board approved Proposed Rule – 08.02.03.128, Rules Governing Thoroughness - Curricular Materials Selection and Online Course Approval – Physical Education
November 1, 2013	Board approved Pending Fee Rule – IDAPA 08.02.03.128, Rules Governing Thoroughness – Curricular Materials Selection and Online Course Providers adding limited English proficiency as a subject area.
June 20, 2013	Board approved Proposed Fee Rule – IDAPA 08.02.03.128, Rules Governing Thoroughness- Curricular Materials Selection and Online Course Providers

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-118; 33-118A, Idaho Code, IDAPA 08.02.03.128

BACKGROUND/DISCUSSION

Idaho Administrative code, IDAPA 08.02.03.128 outlines the process for the Board to appoint the Curricular Materials Selection Committee, establishes a fee for publishers, and specifies the subject areas for which curricular materials are adopted by the Board.

Physical Education has been a part of that curriculum review for the past decade; however, it is not listed as a required subject area. Pursuant to IDAPA 08.02.03.104 physical education is required to be offered in elementary, middle, and high schools, and 80% of Idaho's districts require physical education for graduation. The proposed amendments would add physical education to the list of subjects reviewed by the Curricular Material Selection Committee bringing the administrative rule into alignment with current practice.

No comments were received during the 21 day public comment period and no changes were made between the Proposed and the Pending Rule.

IMPACT

Curricular materials would be reviewed and adopted based on the Idaho State Standards for Physical Education. Publishers and independent curriculum developers of physical education materials would be held to the same accountability for review and recommendation of approved curriculum as other content area publishers.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve Pending Rule – Docket No. 08-0203-1510, Rules Governing Thoroughness – inclusion of Physical Education to the list of subject areas for curricular materials adoption, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08
TITLE 02
CHAPTER 03

08.02.03 - RULES GOVERNING THOROUGHNESS

128. CURRICULAR MATERIALS SELECTION AND ONLINE COURSE APPROVAL (SECTIONS 33-118; 33-118A, IDAHO CODE).
The State Board of Education will appoint a committee to select curriculum materials. Committee appointments will be for a period of five (5) years. Committee appointments shall consist of not less than ten (10) total members from the following stakeholder groups: certified Idaho classroom teachers, Idaho public school administrators, Idaho higher education officials, parents, trustees, local board of education members, members of the Division of Professional Technical Education, and State Department of Education personnel. The Executive Secretary will be an employee of the State Department of Education and will be a voting member of the committee. The State Department of Education shall charge publishers submission fees of sixty dollars ($60) or equal to the retail price of each, whichever is greater, to defray the costs incurred in the curricular material review and adoption process. (3-27-13)

01. Subject Areas. Curricular materials are adopted by the State Board of Education for a period of six (6) years in the following subject areas: reading, English, spelling, speech, journalism, languages other than English, art, drama, social studies, music, mathematics, business education, career education and counseling, vocational/technical education, science, health, physical education, handwriting, literature, driver education, limited English proficiency.

02. Multiple Adoptions are Made in Each Subject Area. (4-5-00)

03. Bids. Each publisher must deliver, according to the committee schedule, a sealed bid on all curricular materials presented for adoption. (4-5-00)

04. Depository. The State Board will appoint a depository for the state-adopted curricular materials. Resource materials are a local option. (4-5-00)

05. Local Policies. School districts will follow their own policies for adoption in subject areas offered by a school district for which materials are not covered by the state curriculum materials committee. (4-5-00)

06. Online Course Review and Approval Process. The State Department of Education shall administer the review and approval of online course providers and courses. Reviewers shall be certified Idaho classroom teachers. Online course providers are approved for a period of four (4) years. The State Department of Education shall charge online course providers submission fees based on the number of courses offered, not to exceed the actual costs incurred in the online course and course provider review and approval process. (3-20-14)

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SUBJECT

Pending Rule – Docket No. 08-0203-1511, Rules Governing Thoroughness, Idaho English Language Assessment.

REFERENCE

August 13, 2015	Board approved Temporary and Proposed Rule – IDAPA 08.02.03.00.04, Incorporated by Reference, regarding the IELA for clarity and cleanup.
November 19, 2012	Board approved Pending Rule – Docket No. 08-0203-1205, WIDA Standards
August 16, 2012	Board approved proposed rule changes to IDAPA 08.02.03.004. WIDA English Language Proficiency Standards and incorporating them by reference.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative code, IDAPA 08.02.03.004.04, 08.02.03.008.01, 08.02.03.111.04.c, 08.02.03.112.02, 08.02.03.112.05

BACKGROUND/DISCUSSION

Idaho Administrative Code incorporates the Idaho English Language Assessment (IELA) Achievement Standards by reference, defines what achievement standards are and sets the IELA proficiency levels. Proposed changes would remove duplicative standards that should have been removed when the Board adopted the World Class Instructional Design and Assessment (WIDA) English Language Proficiency Standards in 2012, update the achievement level definitions for IELA from “beginning,” “advanced beginning,” “intermediate,” “early fluent,” and “fluent” to Level 1 through Level 6 then replaces the name of the current six levels to Level 1 through Level 6 for the IELA as part of Idaho’s accountability system.

No comments were received during the 21 day public comment period and no changes were made between the proposed and the pending rule.

IMPACT

If approved the amendments would remove redundant standards that may cause district confusion and update the proficiency levels for the IELA as well as make additional technical corrections.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve Pending Rule – Docket No. 08-0203-1511, Rules Governing Thoroughness, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08
TITLE 02
CHAPTER 03

08.02.03 - RULES GOVERNING THOROUGHNESS

004. INCORPORATION BY REFERENCE.
The following documents are incorporated into this rule: (3-30-07)

02. The English Language Development (ELD) Standards. The World-Class Instructional Design and Assessment (WIDA) 2012 English Language Development (ELD) Standards as adopted by the State Board of Education on August 16, 2012. Copies of the document can be found on the WIDA website at www.wida.us/standards/eld.aspx. (4-4-13)

03. The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures. The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on November 11, 2009. Copies of the document can be found on the State Department of Education website at www.sde.idaho.gov. (4-7-11)

~~**04. The Idaho English Language Assessment (IELA) Achievement Standards**. The Idaho English Language Assessment (IELA) Achievement Standards as adopted by the State Board of Education on November 11, 2009. Copies of the document can be found on the State Department of Education website at www.sde.idaho.gov. (4-7-11)~~

0~~5~~ 4. The Idaho Standards Achievement Tests (ISAT) Achievement Standards. Achievement Standards as adopted by the State Board of Education on February 19, 2015. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. ~~(2-19-15)~~(___)

0~~6~~ 5. The Idaho Extended Content Standards. The Idaho Extended Content Standards as adopted by the State Board of Education on April 17, 2008. Copies of the document can be found at the State Board of Education website at www.boardofed.idaho.gov. ~~(5-8-09)~~(___)

0~~7~~ 6. The Idaho Alternate Assessment Achievement Standards. Alternate Assessment Achievement Standards as adopted by the State Board of Education on May 18, 2011. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. ~~(3-29-12)~~(___)

0~~8~~ 7. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. ~~(4-2-08)~~(___)

0~~9~~ 8. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. ~~(4-2-08)~~(___)

005. OFFICE -- OFFICE HOURS -- MAILING ADDRESS AND STREET ADDRESS.
The principal place of business of the State Board of Education is in Boise, Idaho. The office is located at 650 W. State Street, Room 307, Boise, Idaho and is open from 8 a.m. to 5 p.m., except Saturday, Sunday and legal holidays. The mailing address is: Office of the State Board of Education, PO Box 83720, Boise, Idaho 83720-0037. the telephone number is (208) 334-2270, the facsimile number is (208) 334-2632, and the email address is board@osbe.idaho.gov. (3-15-02)

006. PUBLIC RECORDS ACT COMPLIANCE.
This rule has been promulgated in accordance with the Administrative Procedures Act, Title 67, Chapter 52, Idaho Code, and is a public record. (3-15-02)

007. DEFINITIONS A - G.

01. Achievement Standards. Define "below basic," "basic," "proficient," and "advanced" achievement levels on the Idaho Standards Achievement Tests (ISAT) and ~~"beginning," "advanced beginning," "intermediate," "early fluent" and "fluent"~~ "Level 1 through Level 6" on the Idaho's English ~~l~~**L**anguage ~~a~~**A**ssessment ~~**IELA**~~ by setting scale score cut points. These cut scores are paired with descriptions of how well students are mastering the material in the content standards. These descriptions are called performance level descriptors or PLDs, and are provided by performance level, by content area, and by grade. ~~(4-2-08)~~(___)

c. Limited English Proficient (LEP) students, as defined in Subsection 112.04.d.iv., may receive designated supports or accommodations, or both, for the ISAT assessment if need has been indicated by the LEP student's Educational Learning Plan (ELP) team. The team shall outline the designated supports or accommodations, or both, in an ELP prior to the assessment administration. Designated supports or accommodations, or both, shall be familiar to the student during previous instruction and for other assessments. LEP students who are enrolled in their first year of school in the United States may take ~~the IELA~~ Idaho's English Langauage Assessment in lieu of the English language ISAT, but will still be required to take the ISAT (Mathematics and Science). Such LEP students will be counted as participants for the ninety-five percent (95%) participation target, as described in Subsection 112.04. However, such LEP students are not required to be counted for accountability purposes as described in Subsection 112.03. ~~(4-11-15)~~(___)

112. ACCOUNTABILITY

.

The provisions in this section apply for the purposes of meeting the "No Child Left Behind" Act and the state of Idaho accountability requirements. (3-20-04)

01. ISAT Student Achievement Levels. There are four (4) levels of student achievement for the ISAT: Below Basic, Basic, Proficient, and Advanced. Definitions for these levels of student achievement are adopted by reference in Subsection 004.05. (4-2-08)

02. ~~IELA~~ Idaho's English ~~l~~Language ~~a~~Assessment Proficiency Levels. There are six ~~five~~ (6~~5~~) levels of language proficiency for students testing on ~~the~~ Idaho's English l~~L~~anguage a~~A~~ssessment: ~~beginning," advanced beginning, intermediate, early fluent, and fluent.~~ Level 1, Level 2, Level 3, Level 4, Level 5 and Level 6. Definitions for these levels of language proficiency are ~~adopted~~ incorporated by reference in Subsections 004.02 ~~and 004.04.~~ ~~(4-2-08)~~(___)

05. Annual Measurable Achievement Objectives (AMAOs). Local school districts are responsible for ensuring district progress of Limited English Proficient (LEP) students in their acquisition of English. Progress and proficiency are measured by ~~the **IELA**~~ Idaho's English ~~l~~Language ~~a~~Assessment and determined based on three (3) AMAOs: ~~4-2-08)~~(___)

a. Annual increases in the percent or number of LEP students making progress in acquiring English language proficiency; (4-2-08)

b. Annual increases in the percent or number of LEP students attaining English language proficiency by the end of the school year; and (4-2-08)

c. Each school district must make Adequate Yearly Progress for LEP students on the spring ISAT. (4-2-08)

SUBJECT

Idaho Plan to Ensure Equitable Access to Excellent Educators

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-105, Idaho Code
Elementary and Secondary Education Act, Sections 1111(a)(1), 111(b)(8)(C), and 9304(a)(3)(B),

BACKGROUND/DISCUSSION

Equality of opportunity is a core American value. Equal educational opportunity means ensuring schools have the resources they need to provide meaningful opportunities for all students to succeed, regardless of family income or race. To accomplish this goal, all students must have equitable access to a safe and healthy place to learn, high-quality instructional materials and support, rigorous expectations and course work, and most critically, excellent educators to guide learning. Yet, too often, students from low-income families and students of color are less likely than their peers to attend a school staffed by excellent educators, and are more likely than their peers to attend a school staffed by inexperienced educators or educators rated as ineffective.[1] These inequities are unacceptable. It is essential that a priority be placed on working collaboratively to ensure all children have access to the high-quality education they deserve; additionally, to ensure that all educators have the resources and support that they need in order to provide this education for children.

In order to move America toward the goal of ensuring that every student in every public school has equitable access to excellent educators. Secretary Duncan announced in July 2014 that the U.S. Department of Education (Department) would ask each state educational agency (SEA) to submit a plan describing the steps it will take to ensure that "poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers," as required by section 1111(b)(8)(C) of the Elementary and Secondary Education Act of 1965 (ESEA).

This is not the first time that SEAs, local educational agencies (LEAs), and the federal government have grappled with this complex challenge. In response to the Department's request, SEAs last submitted their plans under ESEA section 1111(b)(8)(C) in 2006, and some SEAs have updated their plans since that time. Additionally, many SEAs and LEAs have significant work underway that goes beyond the scope of those previously submitted plans to address the problem of inequitable access. However, our continued collective failure to ensure that all students have access to excellent educators is squarely at odds with the commitment we all share to provide an equal educational opportunity. The time is right for a renewed commitment to address this challenge.

Idaho's Plan to Ensure Equitable Access to Excellent Educators details elements of Idaho's approach to achieving the objective of improving access to excellent

educators for minority and students from low-income families. Idaho is committed to improving student outcomes across the state by expanding access to excellent educators for ***all*** students. This plan represents the first step in a comprehensive approach to strengthening and maintaining educator preparation and effectiveness across the state, with an emphasis on districts and schools demonstrating the greatest need.

Idaho's Vision

Every student in Idaho will have access to effective educators. Idaho will place the highest priority on:

- ensuring high-quality educator preparation,
- recruiting and retaining highly effective educators,
- supporting the continuing growth of educators' professional practice

[1] See, *e.g.*, *Looking at the Best Teachers and Who They Teach: Poor Students and Students of Color are Less Likely to Get Highly Effective Teaching*, Jenny DeMonte and Robert Hanna, April 11, 2014, Center for American Progress (http://www.americanprogress.org/wp-content/uploads/2014/04/TeacherDistributionBrief1.pdf); *Civil Rights Data Collection Data Snapshot: Teacher Equity*, Issue Brief No. 4, March 2014, U.S. Department of Education Office for Civil Rights (http://www.ed.gov/ocr/docs/crdc-teacher-equity-snapshot.pdf); *High-Poverty Schools and the Distribution of Teachers and Principals*, Charles Clotfelter, et al., March 2007, National Center for Analysis of Longitudinal Data in Education Research; and data submitted to the U.S. Department of Education from State-Reported Annual Performance Reports for School Year 2012-2013, available at https://www.rtt-apr.us/. To see this information, click on an individual State, then follow the link to the section of the State's report on Great Teachers and Leaders.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

As part of the Federal Excellent Educators for All Initiative in July 2014, the US Department of Education asked each SEA to create new, comprehensive plans that put in place locally-developed solution to ensure every student has equal access to effective educators. These plans are required by Title I of the ESEA. Section 33-110, Idaho Code designates the State Board as the SEA.

According to the Federal requirements outlined at http://www.ed.gov each plan is required to:

1. **Describe and provide documentation of the steps that SEA took to consult** with: LEAs, teachers, principals, pupil personnel services, administrators, other staff, and parents regarding the State Plan.
2. **Identify equity gaps**.
   - Define each of the following key terms:
     - Inexperienced teacher;
     - Unqualified teacher;
     - Out-of-field teacher;
     - Poor student;

- Minority student; and
- Any other key terms used by the SEA such as "highly effective", "effective" or "ineffective teacher."

- The SEA must, at a minimum, **calculate equity gaps** for poor and minority students for each of the three statutory terms—"inexperienced," "unqualified," and "out-of-field"— based on the State definition of those terms. Using the most recent available data for all public elementary and secondary schools in the State (*i.e.*, both Title I and non-Title I schools), calculate the equity gaps between the rates at which poor children are taught by:
  - "inexperienced" teachers compared to the rates at which other children are taught by these teachers;
  - "unqualified" teachers compared to the rates at which other children are taught by these teachers; and
  - "out-of-field" teachers compared to the rates at which other children are taught by these teachers.

- Describe **how the SEA identified the equity gaps,** including the source(s) of the data used for the comparison.

3. **Explain the likely cause(s) of the identified equity gaps.**

4. **Set forth the SEA's Steps to Eliminate Identified Equity Gaps**.
   - **Describe the strategies** the SEA will implement to eliminate the identified equity gaps with respect to both (1) poor students and (2) minority students, including how the SEA determined that these strategies will be effective. A SEA may prioritize among the identified equity gaps, provided it includes a rationale to support this prioritization. A SEA may use the same strategy to address multiple gaps.
   - Include **timelines for implementing** the strategies.
   - **Describe how the SEA will monitor its LEAs actions**, in accordance with ESEA sections 9304(a)(3)(B) and 1112(c)(1)(L), to "ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers."

5. Describe the **measures** that the SEA will use **to evaluate progress toward eliminating the identified equity gaps** for both (1) poor students and (2) minority students, including the **method and timeline for the evaluation** (for example, by establishing an equity goal and annual targets for meeting that goal, or by reducing identified gaps by a minimum percentage every year).

6. **Describe how the SEA will publicly report on its progress** in eliminating the identified gaps, including timelines for this reporting.

7. A SEA has considerable discretion in determining how it will include each of the six elements set forth above in its State Plan. The remainder of this document provides specific guidance on how a SEA might develop a comprehensive State Plan that is likely to lead to significant progress in eliminating equity gaps.

Board staff received notification on November 23rd from the US Department of Education that Idaho's plan had been approved.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

.

Idaho Plan to Ensure Equitable Access to Excellent Educators

Section 1. Introduction

The Idaho State Department of Education (ISDE) is pleased to submit to the U.S. Department of Education (ED) the enclosed plan, developed to improve equitable access to excellent educators in Idaho. This plan responds to Education Secretary Arne Duncan's July 7, 2014, letter to State Education Agencies (SEAs), augmented with additional guidance published on November 10, 2014. Idaho's plan complies with (1) the requirement in Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) that each state's Title I, Part A plan include information on the specific steps the SEA will take to ensure economically disadvantaged and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers, and the measures the agency will use to evaluate and publicly report the progress of the agency with respect to such steps; and (2) the requirement in ESEA Section 1111(e)(2) that a state's plan be revised by the SEA if necessary.

This plan details elements of Idaho's approach to achieving the objective of improving access to excellent educators for minority and students from low-income families. Idaho is committed to improving student outcomes across the state by expanding access to excellent educators for ***all*** students. This plan represents a first step in a comprehensive approach to strengthening and maintaining educator preparation and effectiveness across the state, with an emphasis on districts and schools demonstrating the greatest need.

To create this plan, a team of 13 internal ISDE Equity Team members, led by the Systems Improvement/Educator Effectiveness Coordinator, Certification/Professional Standards Coordinator, and Title IIA Coordinator, have begun the following steps:

1. Develop and begin implementing a long-term strategy for engaging stakeholders in ensuring equitable access to excellent educators for all students in Idaho, including low-income and minority,
2. Review data provided by ED and Idaho's educational statewide longitudinal data system to identify equity gaps,
3. Conduct preliminary root-cause analyses based on data and feedback from stakeholders, to pinpoint the underlying causes of equity gaps and identify and target strategies accordingly,
4. Set measurable targets and create a plan for measuring and reporting progress and continuously improving this plan.

Review of State-Level Policies, Initiatives, and Currently Available Data

ISDE reviewed current Idaho policies and initiatives implemented in recent years, as well as relevant and available data. This review was conducted by the internal ISDE Equity Team which includes members from multiple divisions. Items reviewed include:

- Existing state policy and practice for improving educator recruitment, induction, retention, development, and support;
- Policies and initiatives focused on Idaho's institutions of higher education (IHEs) and other educator preparation providers;
- Current licensure standards and requirements;

- Idaho's efforts to develop and implement an evaluation system for teachers, pupil personnel certificate holders, and principals. Teacher and principal summative ratings are being considered as an element that may be included in the system and can be used as performance metrics to measure equity gaps;
- Available data identified as relevant to the development and implementation of our state's equitable access plan including the data profile prepared by ED – This includes the Civil Rights Data Collection (CRDC) data submitted by Idaho school districts; ED*Facts* data that we provided to ED on classes taught by highly qualified teachers; state data, including basic information such as demographic and comparable wage data on teacher salaries. To build on these data elements, additional relevant data were reviewed from the state's longitudinal data system—such as teacher and principal turnover rates, and certification and educator years of experience.

Section 2. Stakeholder Engagement

A successful state plan will depend on the early and long-term involvement and ownership by all stakeholders. The ISDE will involve a diverse group of stakeholders including, but not limited to, representation from district and school staff, Idaho Council of Developmental Disabilities, Idaho Head Start, Idaho Public Charter School Commission, Idaho Educational Services for the Deaf and the Blind, Troops to Teachers, Idaho Commission on Hispanic Affairs, local school board representation, Idaho Library Association, Idaho Association of School Business, representation from Idaho's universities, Nez Perce tribe, and parent groups.

The stakeholders will participate in the development, implementation, and feedback for on-going monitoring of this plan. To ensure a shared theory of action, ISDE will include stakeholder input. Appendix A is a list of stakeholders and their title and organization. Appendix B is a timeline for stakeholder engagement, and Appendix C is the Stakeholder invitation letter and press release announcement. The stakeholders will be invited to participate in the engagement process through meetings and webinars as a part of the Educator Equity effort. In order to keep stakeholders and the public informed, the Equitable Access to Excellent Educator webpage will be developed and regularly updated to reflect the work of the group as the plan is implemented. We will request stakeholder input into what other forms of communication may be relevant. The purpose of the webinars is for stakeholders to:

- Learn about Idaho's Equity Plan, including the purpose, and provide on-going feedback on the plan's development and implementation,
- Review data and serve as advisors in interpretation of the data and preliminary root causes behind equity gaps using the Center on Great Teachers and Leaders resource titled *Resource 7: Engaging Stakeholders in a Root-Cause Analysis* (http://www.gtlcenter.org/learning-hub/equitable-access-toolkit/stakeholder-engagement-guide). Due to varying levels of familiarity with data among stakeholder groups, a member of the state team with expertise in data analysis will be on hand at each of these meetings,
- Identify and prioritize potential root causes of inequities in access to excellent educators.

Stakeholder feedback will heavily influence Idaho's plan. Participants are encouraged to engage more widely with colleagues and communicate further insights gained. The communications will be added to the compilation of stakeholder input. All webinars will be posted on the ISDE website.

Stakeholder input will be on-going and include additional meetings and feedback loops. Each component of Idaho's *Plan to Ensure Equitable Access to Excellent Educators* will be developed through this

collaborative process. Stakeholder groups will be engaged to add substantive knowledge from varying perspectives to engage in on-going data reviews, preliminary root-cause-analyses, and monitoring and modification of strategies. A few specific examples of on-going engagement include the following:

- In-person or teleconference meetings and webinars will be conducted to review the updated plan and progress toward achieving equitable access,
- Stakeholder group leaders will be connected to state data experts to work collaboratively in regards to which analyses of that year's data will be helpful in identifying potential root causes of current equity gaps—in particular, related to their constituent groups,
- Giving these group leaders a chance to dig deeply into current and future data related to the youth for which they are advocating (while maintaining confidentiality and compliance with the Family Education Rights and Privacy Act – FERPA) will help provide insight to the ISDE decision-making team.

The original submission of Idaho's plan was given to a small number of stakeholders and their feedback has been incorporated into the resubmission. The stakeholders included a state-level charter school coordinator; alternate route to teacher certification and recruitment representative; educators, and a district technology director. In addition, a letter was sent out to all individuals on the List of Stakeholders inviting them to make a commitment to be involved in the project and participate in an August 12, 2015, webinar.

PHASE 1:

1. Invitation letter to attend informational webinar meeting sent to stakeholders on August 7, 2015.
2. Press release sent on August 7, 2015.
3. Informational webinar meeting on August 12, 2015. (See Appendix A for a list of the invited stakeholders, titles, and organization representation.)
    a. This webinar was attended by the following groups: Idaho Association of School Administrators; Troop to Teachers; School District representation; Idaho Council for Developmental Disabilities; Higher Education; Idaho Educational Services for Deaf and Blind; School Principals; Idaho State Department of Education staff representing Limited English Proficiency; Special Education; Title I-A; Charter Schools; Title II-A, Teacher Certification, and Executive Staff;
    b. Webinar topics included: background information, definition of key terms, issues and challenges, process of engagement, opportunities to ask critical questions about the process, data analysis and preliminary root cause discussion.
    c. Feedback from the August 12, 2015 webinar participants included: 1) questions regarding a survey development; 2) time commitment for stakeholders.
4. Website development will continue.

PHASE 2:

1. Additional webinar meetings will be held to further gather input, review, and continually analyze data.
2. Stakeholder groups and district administrators will be surveyed for input related to the data, gaps discovered, and preliminary root causes.
3. Survey results will be reviewed and incorporated into the equity plan as appropriate.

4. Stakeholder group will be regularly updated regarding the work of the internal ISDE Equity Team.

Stakeholder Specific Engagement Timeline

Event Description	**Objective**	**Timeline**
Invitation letter to attend informational webinar meeting sent to stakeholders	Inform potential stakeholders about Idaho's Equitable Access to Excellent Educators Plan	August 7, 2015
Press release	Inform the public about Idaho's Equitable Access to Excellent Educators Plan	August 7, 2015
Informational webinar meeting	**Provide:** Background information about Idaho's Plan Definition of Key terms An opportunity to ask the critical questions about the process **Discuss:** Issues and Challenges Process of engagement Data analysis and root cause discussion Survey data	August 12, 2015
Webinar to review data and preliminary root causes	To provide the data to stakeholders and review preliminary root causes determined by Internal Team and early stakeholder feedback	October – December 2015
Survey stakeholders	To gather feedback on their experiences related to the data and preliminary root causes	January – February 2016
Survey district	To gather feedback on	January –

administrators	their experiences related to the data and preliminary root causes	February 2016
Ongoing data review, identify current gaps, root causes and strategies with stakeholders	Analyze current gap and reviewing additional areas where gaps may have developed	Annually in November

Section 3. Equity Gap Exploration and Analysis

To provide context to the data analysis that follows, it is important to first establish the foundational principles in Idaho's approach to providing equitable access of excellent educators statewide. Following this section there will be a narrative of the process Idaho followed to begin and continue the process of gap exploration, including sections on the core gap metrics involving the two targeted groups correlated with inexperienced teachers, unqualified teachers, and out-of-field teachers. Finally, additional areas of data exploration that broaden and deepen Idaho's analysis of potential metrics that can illuminate potential gaps in access to excellent educators, average years of service and average student growth in achievement will be discussed.

Idaho's Vision
Every student in Idaho will have access to effective educators. Idaho will place the highest priority on:

- ensuring high-quality educator preparation,
- recruiting and retaining highly effective educators,
- supporting the continuing growth of educators' professional practice.

Definitions and Metrics

Idaho's 2006 educator equity plan focused primarily on Highly Qualified Teaching (HQT) status. In contrast, the current plan focuses instead on ensuring that all classrooms are taught by excellent teachers, who in turn are supported by excellent leaders. Recognizing that there are multiple important dimensions of educator effectiveness (e.g., qualifications, expertise, performance, and effectiveness in improving student academic achievement and social-emotional wellbeing), Idaho has defined *excellent educators* as follows:

- An *excellent teacher* is fully prepared to teach in his or her assigned content area, is able to demonstrate strong instructional practices and significant contributions to growth in student learning (on tests and in terms of social-emotional indicators), and consistently demonstrates professionalism and a dedication to the profession both within and outside of the classroom.
- An *excellent school leader* is fully prepared to lead instructionally and administratively, is able to demonstrate strong leadership practices and significant contributions to growth in student learning (on student tests and in terms of social-emotional indicators), and consistently demonstrates professionalism and a dedication to the profession both within and outside of the school building.

Rather than select a single metric, ISDE will consider equitable access in terms of the following characteristics of excellent educators, as well as teaching and learning conditions:

- **Teacher and Principal Evaluation Ratings.** These ratings capture most of the qualities noted above for effective educators. Educators rated *ineffective* as well as those rated *effective* will be

examined in order to tell a complete story about access to excellent teachers and leaders in Idaho. Our approach is to go through a validation process to ensure fidelity of implementation, fairness and accuracy. When we judge that the evidence demonstrates the evaluation system is valid and reliable, we will transition to using that data for Idaho equitable access planning.

- **Inexperienced, or New, Teacher**. A teacher in his/her first year of practice.
- **Unqualified Teacher.** A teacher lacking at least a bachelor's degree, clear/renewable licensure, highly qualified teaching status, and/or working under an emergency license.
- **Teacher and Principal Turnover.** Teacher and principal turnover rates reported at the school and district levels will serve as another indicator of equitable access. Recognizing that some turnover is expected, one of the goals for future data collection is to disaggregate turnover data to depict only those leaving the profession or leaving the district. When the educator evaluation system demonstrates validity and reliability, data will be disaggregated to differentiate between turnover of effective and ineffective educators.
- **Teacher and Principal Experience.** The prevalence of teachers and principals with one or less years of experience, two to three years of experience, four to five years of experience, six to nine years of experience and 10 or more years of experience will serve as indicators of equitable access.
- **Out-of-Field Teaching.** A teacher who is not appropriately certificated or endorsed for the area in which he/she is teaching.
- **Teacher and Principal Absenteeism.** Schools and districts that consistently have high teacher and principal absenteeism on average over a three-year period will serve as another indicator of students' access to effective teachers and leaders; particularly, schools and districts with average absenteeism of more than 10 days per school year.
- **Teacher Salaries.** Data on salaries offered by Idaho's LEAs may have important implications for their ability to recruit and retain enough excellent teachers for all students.
- **Poor or "Low-Income" Student.** A student from an economically disadvantaged family as outlined by the federal child nutrition program.
- **Minority Student.** A student identified as a member of a minority race or ethnicity (e.g., African American, Hispanic, Asian, Native American, and Pacific Islander/Alaskan Native.)

Idaho recognizes that educator effectiveness for students who are English language learners, homeless or in foster care, in isolated rural schools, tribal areas, or in the migrant agricultural stream is critically important. The action steps laid out in this plan will benefit ***all*** students.

Data Sources Employed in the Analysis

To ensure Idaho's equitable access work is data-driven, multiple data sources have been identified. Available data identified as relevant to the development and implementation of our state's equitable access plan include the data profile prepared by ED; this includes the Civil Rights Data Collection (CRDC) data submitted by Idaho school districts; ED*Facts* data that Idaho provided to ED on classes taught by Highly Qualified Teachers; state data, including basic information such as demographic and comparable wage data on teacher salaries. To build on these data elements, additional relevant data were reviewed from the state's longitudinal data system—such as teacher and principal turnover rates, and certification and educator years of experience including the Educator Equity Profile provided by ED. Review of the data by stakeholders will help to develop further understanding of the root causes for

equity gaps and strategies, including unintended consequences or potential implementation challenges. It is worth noting that school-level data was reviewed at this time.

Background on the Process to Determine Equitable Access to Excellent Educators

According to 2013-2014 Ed Facts data, as reported by Idaho school districts, more than 96.6 percent of the teachers of core academic subjects in Idaho fully meet the federal definition of HQT and local conditions and limitations account for the remaining 3.4 percent.[1]

Idaho recognizes that HQT is not the only indicator of effectiveness and several opportunities exist to achieve equitable access goals. Data from the Idaho System of Educational Excellence (ISEE), Idaho's state longitudinal data system for collecting, analyzing, and reporting data on public school students, teachers, administrators, and other staff, indicate that schools with high concentrations of minority students and students from low-income families do have a larger percent of inexperienced, unqualified, and out-of-field teachers than schools with low concentrations of such students, the extent of which will be discussed further in this document.

Outcomes of educator evaluations are another indicator of effectiveness. However, Idaho's revised educator evaluation policy was recently implemented in 2014-2015, so the data collected from teacher evaluations does not inform equity gaps at this time. Therefore, the internal team decided not to explore the use of this data at this time as the system is in its early stages of implementation. As confidence grows in the validity and reliability of the statewide evaluation system based on observations using the Danielson Framework, this may become an additional metric for study in the future.

To begin, the internal ISDE Equity Team examined Idaho's Educator Equity Profile and concluded that the gaps for inexperienced, unqualified, and out-of-field teachers were minimal for minority students and students from low-income families. The team began a deeper and broader look at potential gaps by evaluating and exploring the target groups against the average number of years teaching and the student growth in achievement on the statewide assessment in mathematics, reading and language usage at the school level.

In order to allow for a more detailed and accurate analysis, the internal ISDE team decided to use current data from, a more recent ISEE collection of average number of teacher years of experience, rather than the CRDC data from prior years. However, because no current data was available yet for the analysis of achievement growth because of the transition to the new assessment by Smarter Balanced which requires a comparison over more than one year, 2011-2012 data from the Idaho Standards Achievement Test was employed to evaluate student growth. Finding no discernable gaps in either of these areas and focusing on the core mission to analyze low-income and minority students against the metric of accessibility percentages of inexperienced, unqualified, and out-of-field teachers, the internal team turned to a closer analysis of the six core data comparisons identified by ED and sought the analytical expertise of the Northwest Regional Educational Laboratory at Education Northwest (REL-NW.)

[1] For example, a school in one of Idaho's rural, remote areas might be unable to recruit a fully certified special education teacher and instead hires someone with an elementary certification; or, in another school, a teacher leaves during the school year and the district is unable to fill the slot on short notice with someone who meets all of the HQT criteria.

The ISDE contacted REL-NW in May 2015 and asked for further, deeper analysis of the data. Subsequently, the internal ISDE Equity Team examined the preliminary analysis from the REL-NW in June of 2015, and found that it corroborated prior analyses of data showing minimal gaps in the percentage of inexperienced, unqualified, and out-of-field teachers teaching minority students and students from low-income families at the aggregate level. The summary of the statewide data review by REL-NW is included as Chart A. Chart A shows the correlation between the three teacher groups and historically underperforming subgroups.

Chart A: Correlation between teacher groups and historically underperforming subgroups (from REL-NW report on page 12)

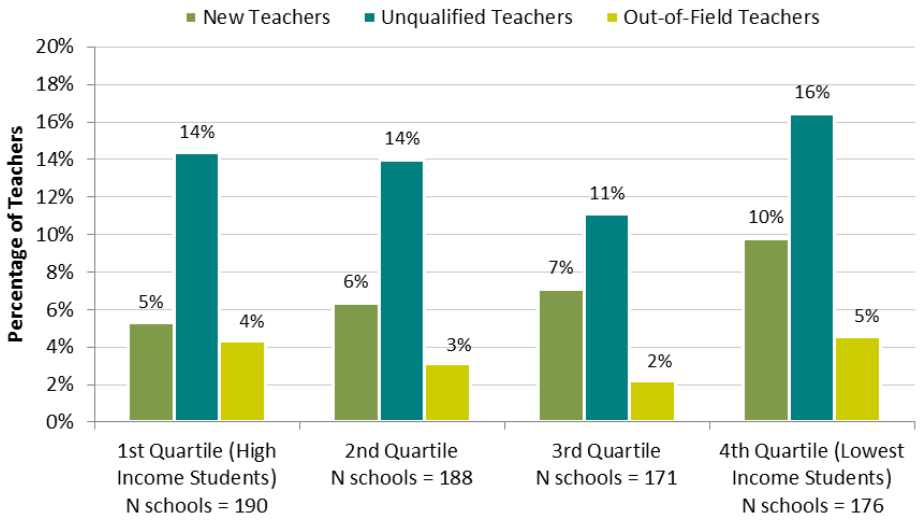
	Correlation	Effect Size[2]	Significance
Inexperienced teacher percentage correlated with:			
Low-income student percentage	r(725)= 0.1706	Small	p<0.001
Minority student percentage	r(725)= 0.1775	Small	p<0.001
Unqualified teacher percentage correlated with:			
Low-income student percentage	r(725)= 0.0079	NA	p = 0.831
Minority student percentage	r(725)= 0.0735	NA	p = 0.048
Out-of-field teacher percentage correlated with:			
Low-income student percentage	r(725)=-0.0278	NA	p = 0.456
Minority student percentage	r(725)= -0.0208	NA	p = 0.576
Median SGP correlated with:			
Low-income student percentage	r(725)= -0.0155	NA	p = 0.697
Minority student percentage	r(725)=-0.0790	NA	p = 0.047

This chart displays the size of gaps or lack thereof, in terms of effect size. A standard and well documented form of statistical indicator in the field of social sciences, effect size is a quantitative measure of the strength of a phenomenon such as the correlation between two variables. According to the preliminary REL-NW analysis, there is no discernable effect size for four of the six core areas of inquiry: the rate at which low-income and minority students are taught by unqualified teachers and out-of-field teachers. There was, however, a small effect size in the rate at which both low-income students and minority students are taught by inexperienced teachers. In addition, the internal ISDE Equity Team noted that, while there is not a significant gap in unqualified teachers across the quartiles, the overall percentage across the quartiles is high, ranging from 11% to 16%, as indicated in Figure A for students from low-income families and in Figure B from 13% to 16% for minority students. This is an area that

[2] Cohen's effect size cuts for psychological research are the following: small = 0.1, moderate = 0.3, and large = 0.5

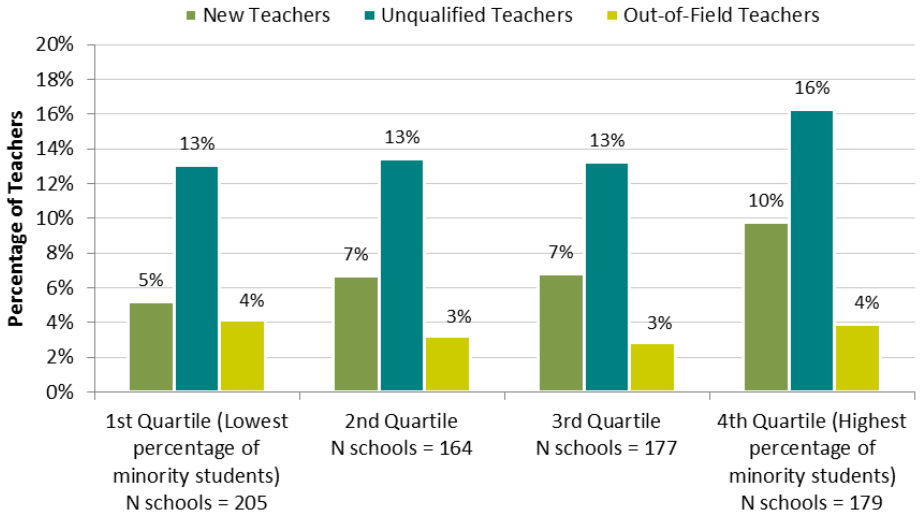
Idaho is targeting along with the equity gap of inexperienced teachers for further study of root causes and strategies for mitigation.

Figure A: Distribution of teacher types among low-income students (from REL-NW's report on page 3)



***Inexperienced, or New, Teacher**. A teacher in his/her first year of practice.

Figure B: Distribution of teacher types among minority students (from REL-NW report on page 4)



***Inexperienced, or New, Teacher**. A teacher in his/her first year of practice.

Exploration of the Data for Targeted Groups Correlated with Inexperienced, Unqualified, and Out-of-Field Teachers

For this analysis, as indicated previously, a variety of data sources were employed. Idaho's longitudinal data system includes staff and student-level data for each school.

Several preliminary analyses were conducted. First, equity gaps for numerous metrics where schools are the unit of analysis for students who come from low-income families and minority students were analyzed. Next, the three statutory teacher metrics (i.e., inexperienced, unqualified, and out-of-field assignments) across schools in the state, across districts in the state, and regions in the state, and finally schools within districts in the state were considered. The following scatterplots, Figures C-H show the rate at which students in the targeted groups are taught by inexperienced, unqualified, and out-of-field teachers at the district level as expressed in scatterplot graphs.

Figure C: Inexperienced Teachers and Minority Students

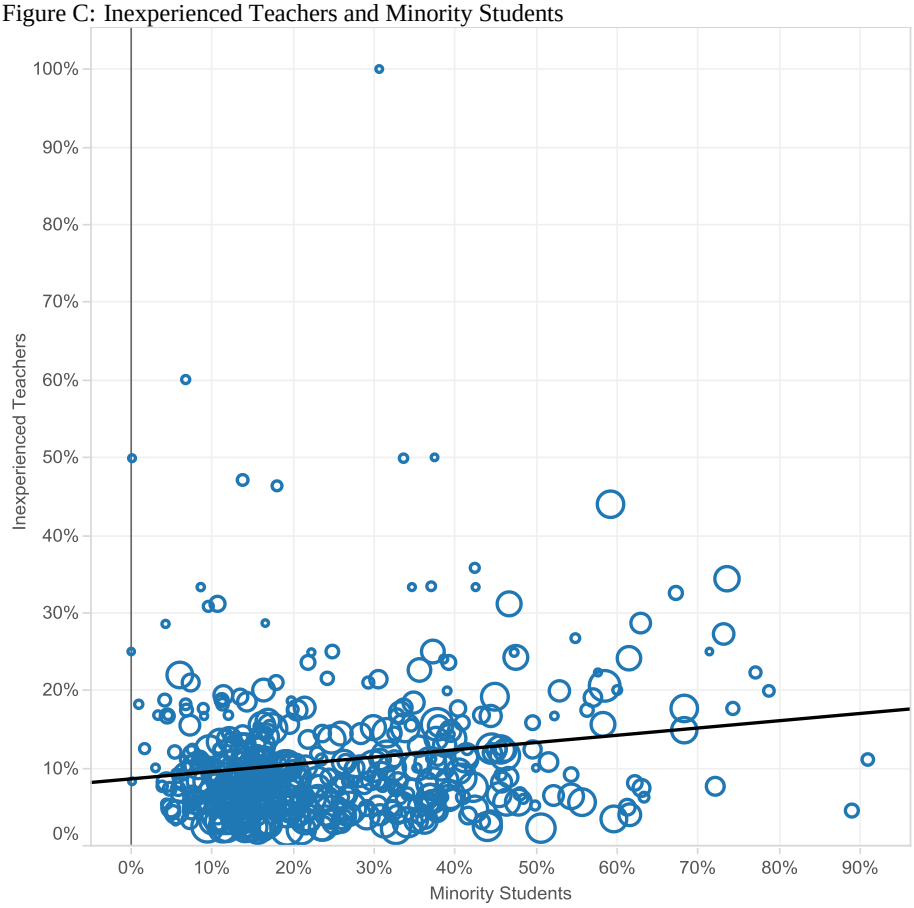


Figure D: Unqualified Teachers and Minority Students

Figure E: Out-of-field Teachers and Minority Students

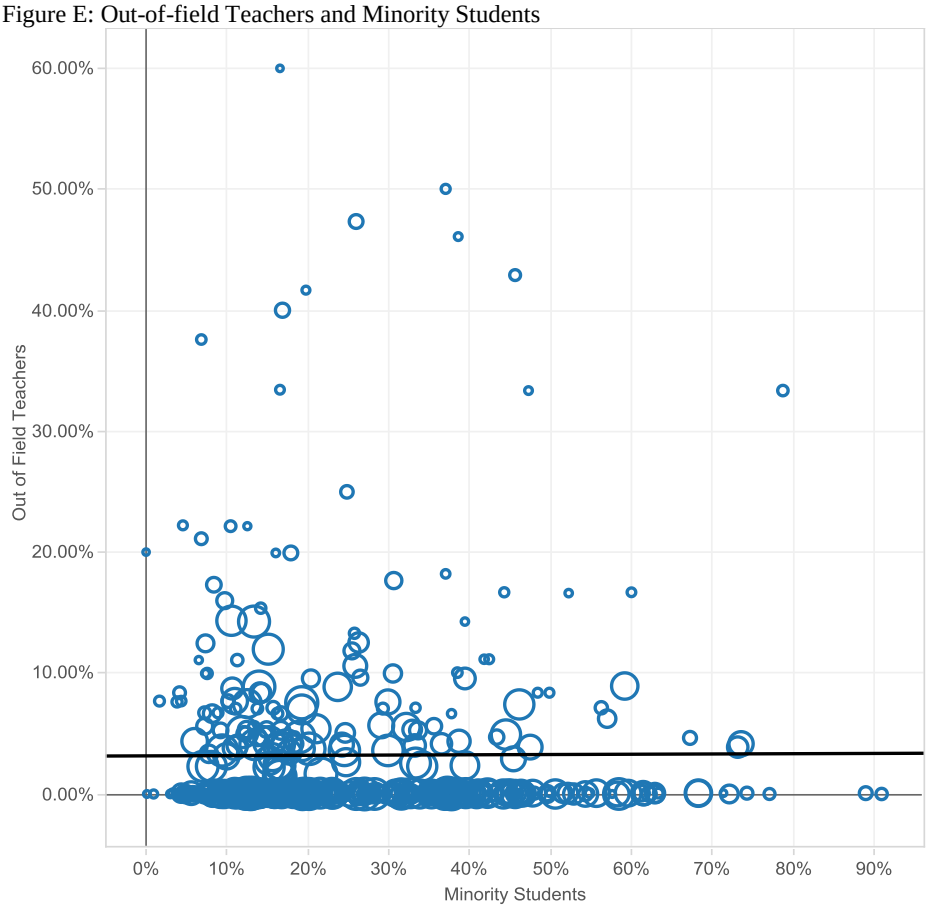


Figure F: Inexperienced Teachers and Students from Low-income Families

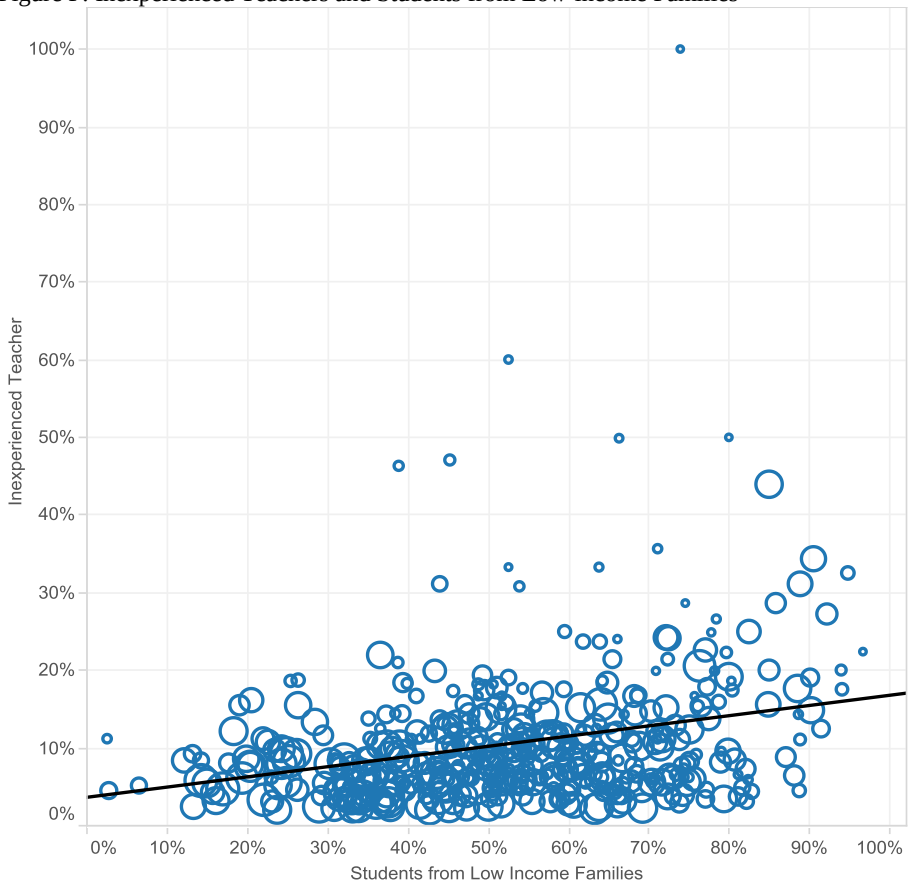


Figure G: Unqualified Teachers and Students from Low-income Families

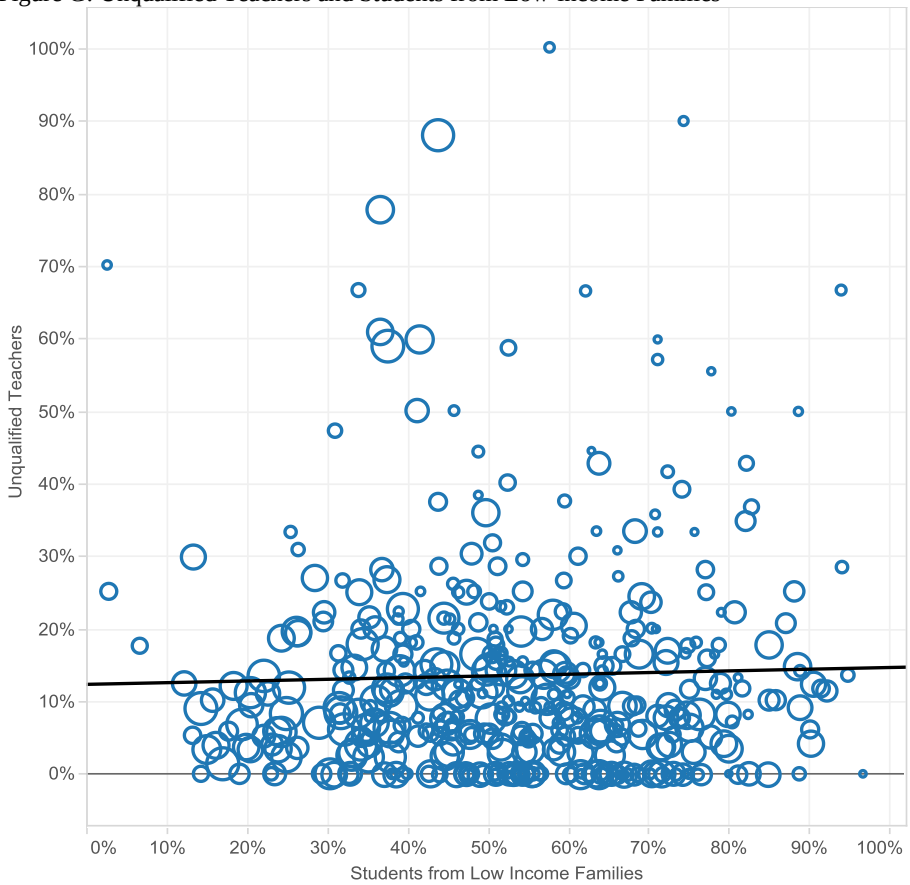


Figure H: Out-of-Field Teachers and Students from Low-income Families

School Level Data from Figures C through H corroborate findings from the district level aggregate data in Figures A and B that shows little discernable gaps in the rate at which low-income and minority students are taught by out-of-field and unqualified teachers, with a somewhat greater correlation in the rate of teaching by inexperienced teachers. This analysis matches data from the CRDC that shows little difference between the percent of inexperienced teachers in the highest and lowest quartiles, with 5.5% of inexperienced teachers in high poverty schools versus 4.2% in low poverty schools as shown in Idaho's Educator Equity Profile from 2011-2012 . Additionally, there was only a 1% difference in the number of out-of-field teachers teaching courses between rural and non-rural schools, with the statewide rate being only 2.9%.

Three final areas into which the internal team delved to broaden the scope and reach of Idaho's investigation were the comparison of average teacher salary by quartile, average years of teacher service, and the average achievement growth data. First, teacher pay in the quartile with the highest percentage of minority students is only $73.00 less than the teacher pay in the quartile with the lowest percentage of minority students. With the difference in average pay between most districts being around $1,000.00 dollars, it is clear that teacher pay variation within Idaho is not significant. This small difference is not enough for teachers to uproot family and careers to move to higher paying districts within Idaho (although teachers are more likely to move for better working conditions.) With surrounding states paying on average between $10,000 and $15,000 thousand dollars more than Idaho, the state loses many teachers to Oregon, Washington, and Wyoming. It is clear that Idaho faces competition with the nation over teacher pay and retention as it sits near the bottom of the U.S. in teacher compensation. Fortunately, a bill to increase teacher pay significantly over the next five years passed the Idaho Legislature in 2015. This bill will make Idaho salaries more competitive with surrounding states, thus assisting in meeting the goal of increasing teacher retention and recruitment.

An area of concern the internal ISDE Equity Team explored is potential gaps in the average years of service of teachers between students from low-income families and minority students and other students. In both of these comparisons, shown in Figure I and Figure J, there is a clear and similar pattern of a decrease in years of service when the percentage of minority students and students from low-income families increases. However, more data analysis and studies are necessary to provide evidence for the claim that this metric represents a significant barrier amongst these two groups of students.

Figure I: Average Years of Service and Students from Low-income Families

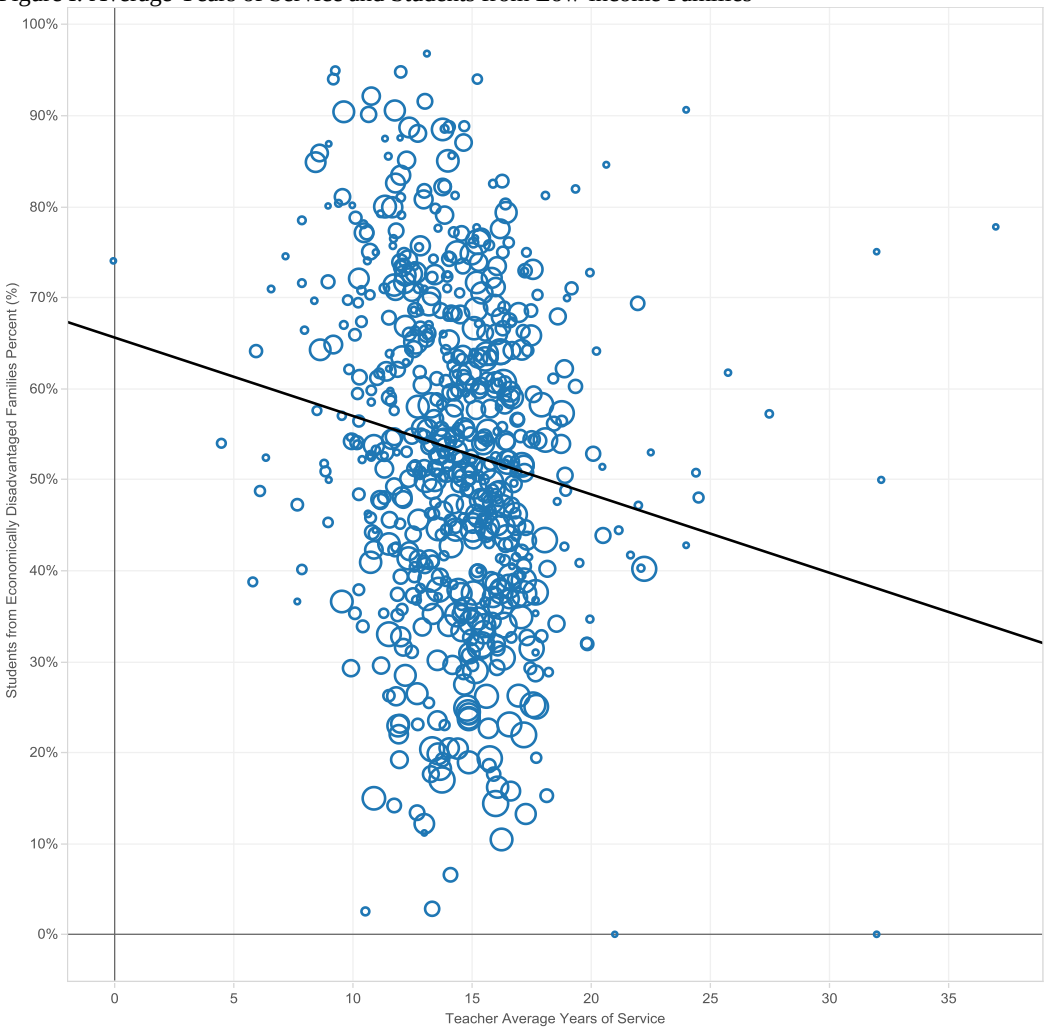
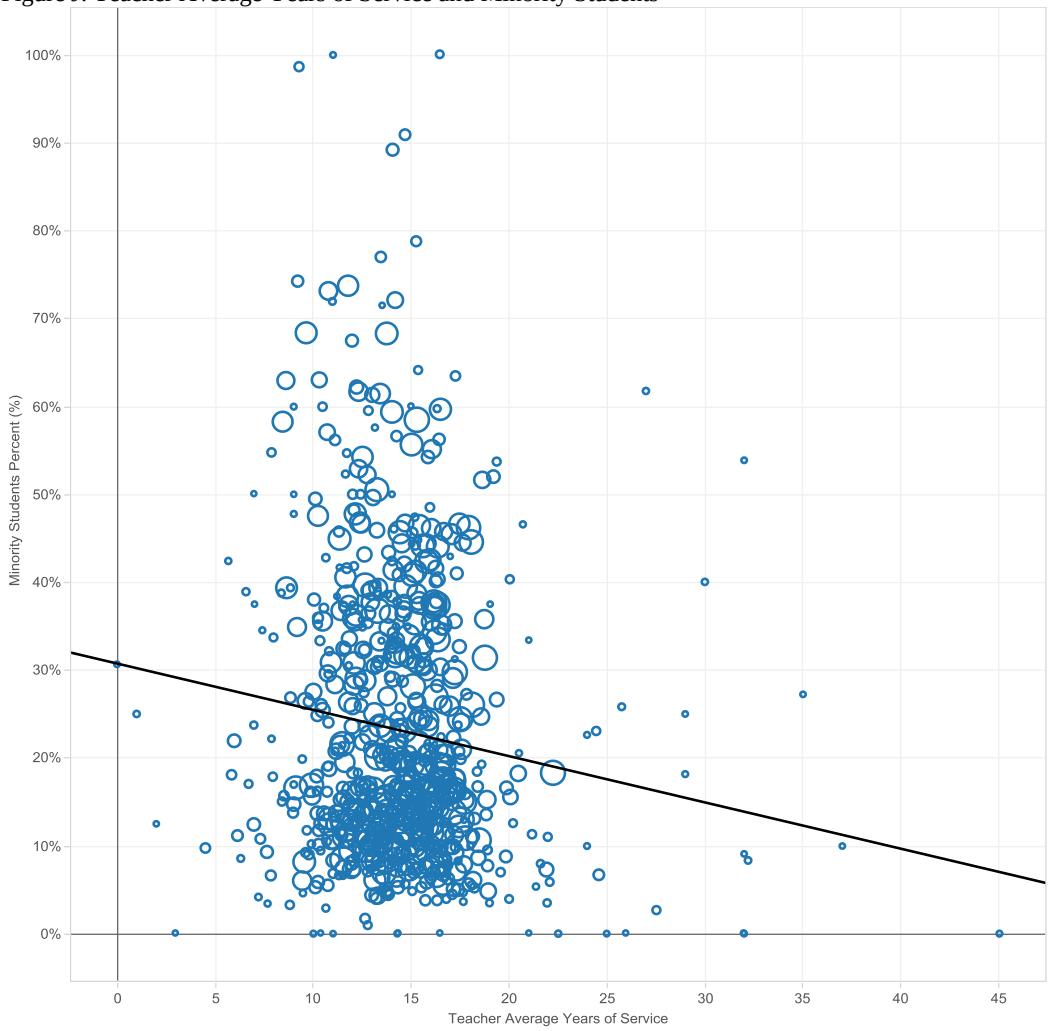


Figure J: Teacher Average Years of Service and Minority Students



The third area of analysis of statewide assessments in mathematics, reading, and language usage shows similar student growth for low-income and minority students as compared to more affluent and non-minority students. This comparison of student achievement growth is made possible because of Idaho's current accountability model based on the work of Dr. Damian W. Betebenner of the National Center for the Improvement of Educational Assessment in partnership with the Colorado Department of Education. Currently, 15 states have adopted the student growth percentile model as part of their state accountability systems. With the implementation of the Idaho Growth Model, growth is expressed as Student Growth Percentiles (SGP). A SGP compares a student's standardized assessment (ISAT) scale score growth to that of his or her academic peers in the State of Idaho. Academic peers are students in the same grade—and same content (reading, mathematics, or language usage)—with a similar scale score history. The NCLB plus Extender scale score is used for SGP calculations. SGPs are reported on a 1 to 99 scale. For example, a student with a SGP at the 75th percentile indicates the student grew more than 75% of his/her academic peers. This comparison was made by analyzing historical growth data from the legacy Idaho Standards Achievement test from 2011 and 2012. See Figures K and L below.

Figure K: Distribution of median SGP among low-income students (from REL-NW report on page 3)

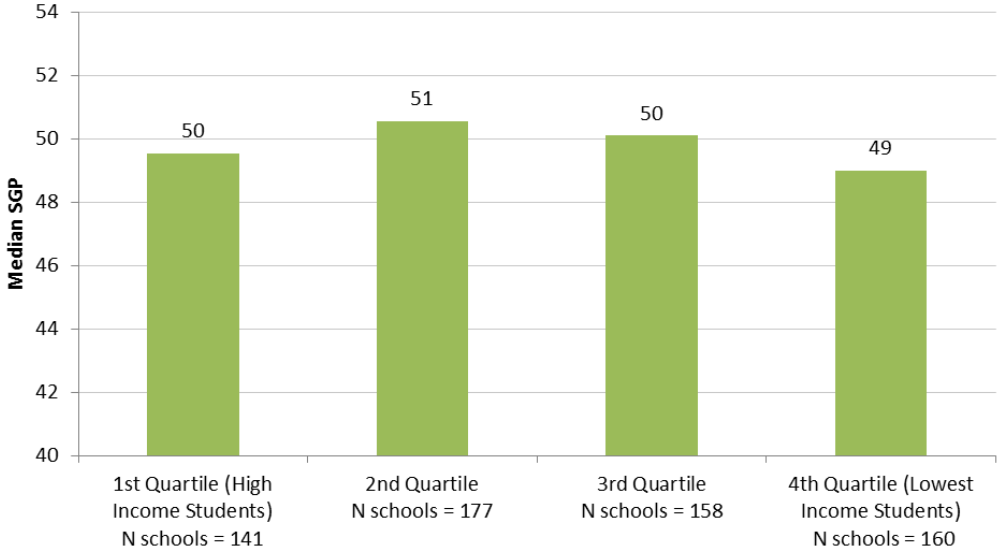
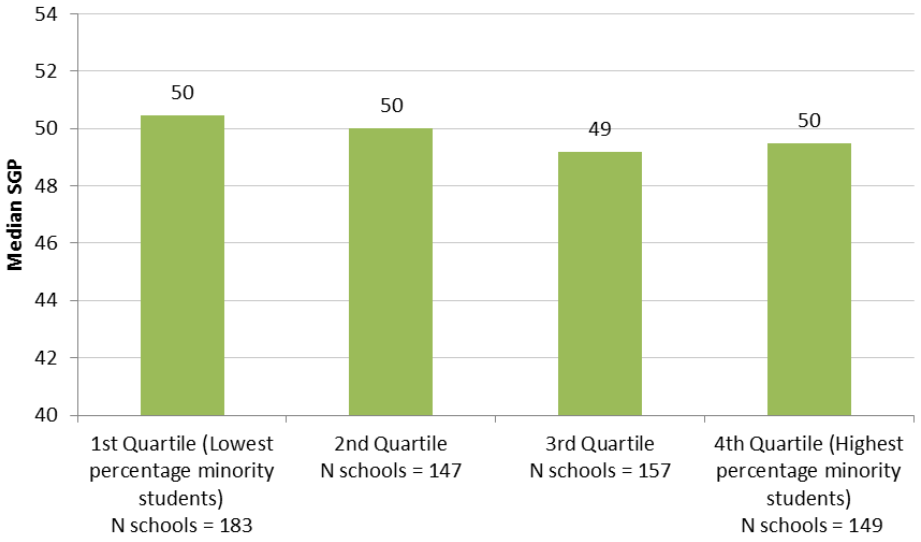


Figure L: Distribution of median SGP among minority students (from REL-NW report on page 4)



Idaho will currently focus on the gaps associated with inexperienced teachers as it relates to low-income and minority students. Idaho will not focus on unqualified and out-of-field teachers as they relate to low-income and minority students because the data shows no discernable effect size. The rate, at which inexperienced, out-of-field, and unqualified teachers are teaching minority and low-income students, will be analyzed and evaluated annually.

As stated above, the equity gap that Idaho will currently focus on is inexperienced teachers. In an effort to dig deeper into the data, the internal team analyzed inexperienced teachers in rural and non-rural districts. The rationale behind looking at this data was to determine if rural districts had more inexperienced teachers than non-rural districts.

The table below shows that there are gaps in 2012-2013 and 2013-2014 in regions 1, 2, and 6 of inexperienced teachers in rural versus non-rural districts. This difference is not seen in regions 3, 4 and 5 in 2012-2013 and 2013-2014. Since there is not a consistent trend continuing in 2014-2015 among rural and non-rural districts with inexperienced teachers, no further analysis of the rate at which poor and minority students are taught by inexperienced teachers in rural versus non-rural districts were pursued.

	2012-2013 Percent of Inexperienced Teachers	2013-2014 Percent of Inexperienced Teachers	2014-2015 Percent of Inexperienced Teachers
Regions 1, 2, 6 - Not Rural	5.84%	5.41%	6.70%
Regions 1, 2, 6 - Rural	7.82%	8.90%	6.63%
Regions 3, 4, 5 - Not Rural	6.78%	7.48%	7.63%
Regions 3, 4, 5 - Rural	6.36%	7.01%	7.67%

In summary, Idaho will currently focus on the gaps associated with inexperienced teachers as it relates to poor and minority students, regardless of rural or non-rural status, and the high rate at which students are taught by unqualified teachers across all quartiles. Stakeholder input and on-going analysis from REL-NW will continue to inform this work.

Preliminary Root Cause Analysis

The internal ISDE Equity Team members reviewed all of the available data and identified a specific area which reflected a slightly higher rate at which inexperienced teachers where teaching poor and minority students. After identifying this as a slight gap, the team began investigating potential root causes. Based on the internal ISDE Equity Team collective experiences in working with districts and educators it was hypothesized that the preliminary root cause is the inability of districts to recruit and retain educators. In addition, there was a presentation given at the Senate Ed committee meeting which addressed a survey of districts which reflected the need to recruit and retain teachers and further reinforced the inferences of the internal ISDE Equity Team. The team went a step further in considering why there is an inability to recruit and retain and determined the rural remote nature of most Idaho school districts, the small size of many school districts and the fact that a majority of the school levies are not passing, are all factors which contribute to the recruitment and retention issue. As additional feedback from stakeholders and analysis of future data on student growth and educator effectiveness becomes available, Idaho will refine and build on preliminary analysis of root causes. However, as a result of the preliminary root cause analysis Idaho's strategies will focus on the financial incentive to enter and stay in the profession and provide regional opportunities for educator support.

Section 4. Strategies for Eliminating Equity Gaps

ISDE recognizes that ensuring students' equitable access to excellent teachers and leaders is a complicated endeavor. Idaho's Plan to Ensure Equitable Access to Excellent Educators will be built on a theory of action developed through meetings with stakeholders, and aligns to Idaho's Vision.

Idaho is currently implementing strategies to eliminate equity gaps and ensure access to excellent educators for all students. Additional strategies will be considered by stakeholders and implemented in order to address the preliminary root cause of the equity gap identified as inexperienced teachers teaching low-income and minority students at a higher rate than other students.

Current Strategies for All Students to Ensure Access to Excellent Educators

- Career Ladder – five year phase-in for increased teacher salary
- Regional Career Fairs – collaborative effort between ISDE, the Idaho Professional Standards Commission, IHEs, and districts
- Incentive awards for National Board for Professional Teaching Standards Certified Teachers
- ISDE-delivered professional development
- Institutions of Higher Education Coalition – all teacher preparation programs network to ensure best practices
- Leadership bonus for teachers
- Statewide Teaching Standards used in Evaluation
- Statewide Principal Standards used in Evaluation

Additional Possible Strategies for All Students to Ensure Access to Excellent Educators

- State-funded loan forgiveness
- Scholarships
- Signing bonuses
- Para-professional to Teacher support
- Secondary English Language Development course
- Increase internal ISDE collaboration
- Pilot teacher-teacher.com
- Proposed Tax Credit for Certificated Personnel
- Regional Educational Resource Centers

Although Idaho intends to ensure excellent educators for all students, the ISDE Equity Team first identified strategies which are expected to reduce the specific root cause of inexperienced teachers teaching low-income and minority student. With 75% of the districts in Idaho being rural, strategies with an emphasis on rural districts will have the greatest impact on reducing the gap. However, stakeholder input will help prioritize the possible strategies and narrow the focus. Until the stakeholder group has fleshed out other areas, a summary of a few specific strategies and how they can possibly eliminate the equity gap is presented below:

Strategies Specifically Related to the Identified Equity Gaps of Inexperience Teachers Teaching Low-Income and Minority Students at a Higher Rate than Other Students

- Strategy 1: Proposed Tax Credit for Certificated Personnel
  For tax year 2016, a resident individual who is certificated personnel in a public school or public charter school may claim a non-refundable credit against taxes of $500.
  For taxable year 2017, certificated personnel in a rural public school district or rural public charter school (as defined in 33-319, Idaho Code) may claim a non-refundable tax credit of $1000. The qualifications will remain the same in 2018 and 2019; however, the amounts will be $750 and $500 respectively per year.
  Rationale: Additional tax benefits are given to teachers in rural districts. This will attract inexperienced and experienced teachers to rural districts with the possibility that they will remain and become more experienced.

Ongoing evaluation of rural district retention rates will indicate strategy effectiveness in reducing the gap of inexperienced teachers teaching low-income and minority students at a higher rate.

- Strategy 2: Regional Educational Resource Centers
  Idaho's Superintendent of Public Instruction, Sherri Ybarra, is including in her budget request for July 1, 2017, the funding and resources necessary to establish Regional Education Resource Centers (RERC) throughout Idaho. These centers will be tasked with providing support to our rural school districts around a number of issues, including training and support for effective educators.
  Rationale: With these centers strategically located throughout the state, support will be more readily accessible to rural districts that currently do not have that level of support.

  Ongoing survey of educator workplace satisfaction and increase in student performance data will indicate strategy effectiveness in reducing the gap of inexperienced teachers teaching low-income and minority students at a higher rate.

  August – September 2015

  Draft Strategic Planning Meeting with CCSSO/US Education Delivery Institute to establish goals for Superintendent Ybarra's Strategic Plan. Goal area three states that "Idaho attracts and retains great teachers": Strategy 3.2 Establish Regional Education Centers

  SDE Executive Team Meeting with Washington State Superintendent Dorn for suggestions on how to proceed to establish Regional Education centers

  January – April 2016

  Superintendent Ybarra's budget presentation to JFAC which outlines the request for $700,000 to start the development of Regional Education Centers

  Budget request goes before Idaho State Legislature for development of Regional Education Centers

  Budget approved by Idaho State Legislature for development of Regional Education Centers

  SDE Executive Team established finalized plan for implementation of Regional Education Centers

  July 2016

  Regional Education centers are in their infancy stages of being established in the Idaho universities (University of Idaho, Lewis & Clark State College, Boise State University and Idaho State University)

  July 2017
  Regional Education Centers are fully operational.

- Strategy 3: Career Ladder – five year phase-in for increased teacher salary beginning July 1, 2015

This will establish a funding model for school districts for instructional staff that would be variable based on a compensation system consisting of two rungs: the residency rung and the professional compensation rung. In order for instructional staff to move from the residency rung to the professional rung, they would need to meet minimum criteria based on individual professional learning plans, evaluation, and student achievement.

Rationale: The career ladder will assist in recruiting and retaining teachers with experience.

Ongoing evaluation of district retention rates will indicate strategy effectiveness in reducing the gap of inexperienced teachers teaching low income and minority students at a higher rate.

Strategy	Evaluation method	Desired outcome	Timeframe
• Strategy 1: Proposed Tax Credit for Certificated Personnel For tax year 2016, a resident individual who is certificated personnel in a public school or public charter school may claim a non-refundable credit against taxes of $500. For taxable year 2017, certificated personnel in a rural public school district or rural public charter school (as defined in 33-319, Idaho Code) may claim a non-refundable tax credit of $1000. The qualifications will remain the same in 2018 and 2019; however, the amounts will be $750 and $500 respectively per year. Rationale:	Ongoing evaluation of rural district retention rates will indicate strategy effectiveness in reducing the gap of inexperienced teachers teaching low income and minority students at a higher rate.	This will attract inexperienced and experienced teachers to rural districts with the possibility that they will remain and become more experienced. Decrease in turnover Increase in student performance	Ongoing monitoring Title I and Title II monitoring visits Internal team will continue to meet monthly with ongoing stakeholder group input

Additional tax benefits are given to teachers in rural districts.			
• Strategy 2: Regional Educational Resource Centers Idaho's Superintendent of Public Instruction, Sherri Ybarra, is including in her budget request for 2017 the funding and resources necessary to establish Regional Education Resource Centers (RERC) throughout Idaho. These centers will be tasked with providing support to our rural school districts around a number of issues, including training and support for effective educators. Rationale: With these centers strategically located throughout the state, support will be more readily accessible to rural districts that currently do not have that level of support.	Ongoing survey of educator workplace satisfaction and increase in student performance data will indicate strategy effectiveness in reducing the gap of inexperienced teachers teaching low income and minority students at a higher rate.	Increase the level of state support and professional development opportunities for rural school districts to increase educator effectiveness	Ongoing monitoring Title I and Title II monitoring visits Internal team will continue to meet monthly with ongoing stakeholder group input
• Strategy 3: Career Ladder – five year phase-in for increased teacher salary beginning July 1, 2015 This will establish a	Ongoing evaluation of district retention rates will indicate strategy effectiveness in reducing the gap of inexperienced teachers teaching low income and minority	The career ladder will assist in recruiting and retaining teachers with experience.	Ongoing monitoring Title I and Title II monitoring visits Internal team will

funding model for school districts for instructional staff that would be variable based on a compensation system consisting of two rungs: the residency rung and the professional compensation rung. In order for instructional staff to move from the residency rung to the professional rung, they would need to meet minimum criteria based on individual professional learning plans, evaluation, and student achievement.	students at a higher rate		continue to meet monthly with ongoing stakeholder group input

Section 5. Ongoing Monitoring

ISDE firmly believes that effective strategies and supports improve access to excellent educators for all students. One goal in establishing this plan is to examine data to determine equity issues and refine data-sharing mechanisms with districts to allow for a variety of strategies and supports. The most important role the state can play in on-going monitoring is one of data transparency and continuation of existing support structures.

On-going monitoring will be conducted through analysis of district reporting through ISEE. District reports will continue to identify the level of experience of each teacher and retention rates. In addition, the Title I monitoring visits will include a review of district data regarding unqualified and out-of-field teachers to ensure the strategies are also addressing these areas as they relate to low-income and minority students. All data will be analyzed to ensure the strategies are in fact reducing the identified gap of inexperienced teachers teaching low-income and minority students at a higher rate, but will also ensure new gaps have not developed.

Building and classroom level student growth data will be reviewed as it relates to the statutory areas for analysis. In October 2015, we will have student performance data. In October 2016, and every year thereafter, we will have student growth data for this analysis.

General Timeline

Event Description	Objective	Timeline
Internal team meeting	Develop and begin implementing a long-term strategy for engaging stakeholders in ensuring equitable access to excellent educators for all students in Idaho, including low-income and minority.	On-going
Internal team meeting	Review data provided by ED and Idaho's educational statewide longitudinal data system to identify equity gaps	Completed July – August 2015 and on-going
Internal team meetings and next stakeholder meeting	Conduct root-cause analyses based on data and feedback from stakeholders, to pinpoint the underlying causes of equity gaps and identify and target strategies accordingly,	Preliminary root-cause analysis completed July – August 2015. Next stakeholder meeting and on-going
Internal team meeting	Set measurable targets and create a plan for measuring and reporting progress and continuously improving this plan.	Preliminary plan established July – August 2015, will continue during Phase 2
Internal team meeting	Reviewed current Idaho policies and initiatives implemented in recent years	July – August 2015

Internal team meeting and future stakeholder meetings	Review policies and initiatives focused on Idaho's institutions of higher education (IHEs) and other educator preparation providers	Preliminary review July – August 2015 but will discuss further and on-going with relevant stakeholders
Internal team meeting	Review current licensure standards and requirements;	Evaluation system implemented in 2014-215, on-going
	Idaho's efforts to develop and implement an evaluation system for teachers, pupil personnel certificate holders, and principals. Teacher and principal summative ratings are being considered as an element that may be included in the system and can be used as performance metrics to measure equity gaps;	
Internal team meetings and Stakeholder meetings	Review available data identified as relevant to the development and implementation of our state's equitable access plan including the data profile prepared by ED – This includes the Civil Rights Data Collection (CRDC) data submitted by Idaho school districts; EDFacts data that we provided to ED on classes taught by highly qualified teachers; state data, including basic information such as demographic and comparable wage data on teacher salaries. To build	Preliminary review completed July – August 2015, but will be on-going with stakeholder input based on survey data and future longitudinal data available.

	on these data elements, additional relevant data were reviewed from the state's longitudinal data system—such as teacher and principal turnover rates, and certification and educator years of experience.	
Modify Timeline	Align all timelines and group activities into one guiding document	October 2015 and ongoing

Section 6: Public Reporting

The ISDE will create a webpage specifically for posting the plan for Equitable Access to Excellent Educators along with questions and answers. This website will include a unique email address specifically for communication about this work. In addition, the website will include opportunities for feedback from stakeholders such as parents, educators, and community groups. As the plan is implemented, information on-going monitoring that can be shared publicly will be reported to the stakeholder group and posted to the website. The ISDE will periodically (at least annually) review and revise its plan based on annual data review and analysis with stakeholders. Public reporting will also take place via media releases to the public at least annually.

Appendix A. Idaho List of Stakeholders

Equitable Access Stakeholders (updated 07/07/2015)				
Last Name	**First Name**	**Position**	**Organization**	**Region**
Baysinger	Tamara	Charter Schools Program Director	Idaho Public Charter School Commission	All
Bridges	Lynn	Homeless Education Liaison	West Bonner County	1
Brinegar	Toni	Program Specialist	Idaho Council of Developmental Disabilities	-
Burton	Stan	Executive Director	Idaho Head Start Association	-
Crump	Jim	Teacher, Math	Kootenai Technical Education Campus, Math Instructor	1
Darcy	Brian		IESDB	
Enger	Kristi	Director, Secondary Education	Professional Technical Education	All
Fife	Scott	Idaho State Representative of Lewis and Clark	Troops to Teachers	-
Fodor	Julie	Director	CDHD Center on Disabilities and Human Development	1
Gaub	Le	Program Manager	Lewis and Clark Troops to Teachers	-
Gonzalez	Margie	Executive Director	Idaho Commission on Hispanic Affairs	All
Goodman	Will	Technology Director	Mountain home School District	3
Greenfield	Robin G	Associate Director	University of Idaho	1, 3
Hart	Cliff	President	Idaho Association School Administrators	5

Henken	Alison	K-12 Accountability and Projects Program Manager	State Board of Education	-
Henry	Esther	Teacher & Chair of Professional Standards Commission	West Jefferson School District	6
Keller	Don	Charter Administrator	Sage International Charter School	3
Kren	Joe	Superintendent	St. Maries School District	1
Lindig	Angela	Director	Idaho Parents Unlimited	3
Mason	Kindel	President	Idaho Council for Exceptional Children	4
Mortensen	Patti	Assistant Professor	Idaho State University	All
Perkes	Emily	President	Idaho PTA Board of Directors	-
Pinkham	Dr. D'Lisa	Teacher	Nez Perce Tribal Member, Nez Perce Step Grant	2
Proctor	Becky	President	Idaho Library Association	3
Raney	Taylor	Director of Teacher Education	University of Idaho	1, 2
Sabala	Cherri	Idaho State Director/Other Teacher Prep Entities	American Board for Certification of Teacher Excellence (ABCTE)	3
Sanchez	Bob	Director of Veterans Services and Multicultural Affairs	Northwest Nazarene University	All
Seamons	Valerie	President	Idaho Association of School Business	4
Warren	Tracey	Parent & Advocate/Community Member		-

Wells	Mary Lou	Elementary Principal	Marsing School District	3
Wells	Todd	President	Idaho School Boards Association	4
Winslow	Rob	Executive Director	Idaho Association School Administrators	3

Appendix B. Idaho Stakeholder Engagement Process Timeline

Stakeholder letter of invitation sent the week of August 7, 2015
Finalize Potential Stakeholders –August 12, 2015

Stakeholder Webinars – August 12, 2015 and on-going
- Record and archive the webinars
- Topics will include:
  - Background information
  - Definition of Key terms
  - Issues and Challenges
  - Process of engagement
  - Opportunity to ask the critical questions about the process
  - Data analysis and preliminary root cause discussion
  - Survey data discussion

Surveys

- Survey stakeholders to gather feedback on their experiences related to the data and preliminary root causes

- Survey district administrators to gather feedback on their experiences related to the data and preliminary root causes

The Stakeholder Engagement Process Timeline will be updated as needed.

Appendix C. Idaho Stakeholder Invitation Letter and Media Release

August 7, 2015

Dear Stakeholder,

Please accept this invitation to partake in an important commitment. The important work described below would require your contribution and participation over the next several months. We value your perspective and hope you will agree to assist as an advisor, monitor, and reviewer.

In 2014, the US Department of Education (USDOE) announced its Educators for All Initiative to help schools and districts support high quality educators for students who need them. As a part of this initiative, our state is required to submit a "State Plan to Ensure Equitable Access to Excellent Educators" by August, 2015, to ensure how our students will be taught by experienced, qualified, and in-field teachers at the same pace as other students.

If you are willing to participate in this opportunity, please contact Marcia Beckman at mmbeckman@sde.idaho.gov or by phone at (208) 332-6953. You will be expected to electronically engage in conversations surrounding closing identified achievement gaps and monitoring the plan.

Thank you for your commitment to Idaho education. We sincerely hope you will volunteer to participate in this exceptional opportunity; you will be contacted directly as a follow up to this invitation.

Sherri Ybarra

Superintendent of Public Instruction

FOR IMMEDIATE RELEASE
Friday, August 07, 2015
www.sde.idaho.gov

Media Contacts:
Jeff Church
Chief Communications Officer
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jchurch@sde.idaho.gov

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Communications Specialist
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DEPARTMENT TO LEAD REVIEW OF TEACHER QUALITY AND PROVIDE FEEDBACK AND SUPPORT TO SCHOOLS

(BOISE) – The Idaho State Department of Education (SDE) will be leading a study in an effort to further support school districts, to ensure that all students, regardless of race or family income, have access to highly qualified teachers and leaders in the Idaho public education system, Superintendent Sherri Ybarra announced today.

In 2014, the U.S. Department of Education announced its Educators for All Initiative to help schools and districts support high quality educators for students who need them. As a part of this initiative, Idaho is required to submit a "State Plan to Ensure Equitable Access to Excellent Educators" by August, 2015, to ensure how our students will be taught by experienced, qualified, and in-field teachers at the same pace as other students.

A preliminary webinar will be held on August 12, 2015 to provide more in-depth information to education stakeholders who may be interested in the review process. More information will be provided following the August 12th webinar.

Additional questions may be directed to Marcia Beckman by calling (208) 332-6953 or by email at mmbeckman@sde.idaho.gov.

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